DOCUMENT RESUME

ED 208 151	CE 030 180

AUTHOR	Ethridge, Jim; And Others
TITLE	Core I Materials for Metropolitan Agriculture/Horticulture Programs. Units A-C.
INSTITUTION	Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 81
CONTRACT	R-33-31-D-0542-388
NOTE	305p.; Not available in paper copy due to colored paper. For related documents see CE 030 181-182.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Agricultural Education; *Agricultural Occupations; Agricultural Skills; Behavioral Objectives; Career Exploration; Grade 9; Grade 10; Guidelines; *Horticulture; Instructional Materials; Leadership; Learning Activities; Program Development; Recordkeeping; Secondary Education; Student Organizations; *Supervised Farm Practice; *Urban Areas; Vocational Education; Work Experience Programs
IDENTIFIERS	Future Farmers of America; National Junior Horticultural Association

ABSTRACT

These units of instructional materials and teaching aids are the first three of a series of 10 designed for use in metropolitan agriculture/horticulture programs for students in grades 9 and 10. Covered in the unit on agricultural occupations are the school program, agriculture and society, and careers in agriculture. Orientation to supervised occupational experience (SOE) programs, planning an individual SOE program, and keeping records on an SOE program are examined. Discussed next are such topics pertinent to leadership in horticulture/agriculture as understanding the National Junior Horticultural Association and the Future Farmers of America as a part of vocational horticulture/agriculture education, duties and responsibilities of youth club officers and members, and developing basic parliamentary skills. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and a teacher's key. (The remaining seven units are available separately--see note.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208151

Core I Materials for Metropolitan Agriculture / Horticulture Programs

Project Staff

Co-directors
Paul Hemp
Roger L. Courson

Developers
Jim Ethridge
Jerry Pepple
Earl Russell

Department of
Vocational and
Technical Education
and Vocational
Agriculture Service,
University of Illinois
at Urbana-Champaign

Sponsored by

Illinois State Board of Education

Donald F. Muirheid
Chairman

Donald G. Gill
State Superintendent
of Education

Department of Adult, Vocational and Technical Education

Research and Development Section

June, 1981

CE 030 180

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Core I Materials for Metropolitan Agriculture/Horticulture Program

2. Date material was completed June, 1981

3. Please check one: New material _X_ Revised material ___

4. Originating agency University of Illinois
Address Urbana, Illinois Zip Code 61801

5. Name(s) of developer(s) Paul Hemp and Roger Courson
Address 1310 S. Sixth St., Champaign, IL 61820 Zip Code 61820

6. Developed pursuant to Contract Number R-33-31-D-0542-388

---

7. Subject Matter (Check only one according to USOE Code):

USOE Code

_X_ 01 Agricultural Education
___ 03 Business and Office Education
___ 04 Distributive Education
___ 07 Health Occupations Education
___ 09 Home Economics Education
___ 10 Industrial Art Education
___ 16 Technical Education
___ 17 Trade and Industrial Education
___ 22 Cooperative Education
___ Career Education
___ Other (Specify) ___

---

8. Education Level

___ Pre-K Thru 6
___ 7-8
_X_ 9-10
___ 11-12
___ Post-Secondary
___ Adult
___ Teacher (Pre-service)
___ Administrator (Pre-Service)
___ Other (Specify) ___

---

9. Intended for Use By:

_X_ Student
_X_ Classroom Teacher
___ Local Administrator
___ Teacher Educator
___ Guidance Staff
___ State Personnel
___ Other (Specify) ___

---

10. Student Type

_X_ Regular
_X_ Disadvantaged
_X_ Handicapped
___ Limited English Proficiency
___ Other (Specify) ___

---

11. Medium and Format of Materials:

_X_ HARDCOPY
No. of pages ___
___ Paper bound
___ Hard bond
_X_ Loose-leaf
Photos: Yes _X_ No ___
Diagrams: Yes _X_ No ___

___ VIDEOTAPE
___ Minutes
___ B & W
___ Color
___ inches

___ FILM
___ Minutes
___ B & W
___ Color
___ mm

___ MICROFICHE
___ B & W
___ Color

___ SLIDES

No. of frames ______

___ B & W

___ Color

___ Audio

___ Carousel provided

___ Other packaging used

(Specify) ______________

X FILM STRIPS

No. of frames ______

___ B & W

X Color

___ Audio

X AUDIO

___ Automatic synch

___ ______ Hz

___ Manual cue

___ Reel

X Cassette

___ Cartridge

___ OTHER

Specify: ______________

12. Availability:

______ One copy free

______ In ERIC system (No. ___________)

For sale @ $ _____ per copy

______ Not available

______ Loan copy available

Contact: Name Roger Courson Phone (217) 333-3870

Address 434 Mumford Hall - 1309 W. Gregory, Urbana, IL Zip Code 61801

13. Copyright Restrictions:

Contact: Name ______________ Phone ( ) ______

Address ______________ Zip Code ______

14. Is Training Required for Optimum Use of These Materials? Yes X No___

15. Are Consultive/Training Services Available? Yes X No___

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This curriculum guide includes teaching packets for 38 problem areas selected as suggested areas of study to be included in a core curriculum for ninth-grade or beginning students enrolled in a rural agriculture program.

17. Person Completing this Abstract: Paul E. Hemp

Full Address: 357 Education Bldg.
1310 S. Sixth St.
Champaign, IL 61820

Zip ______

LIST OF UNITS AND PROBLEM AREAS FOR METROPOLITAN AGRICULTURE HORTICULTURE PROGRAMS

CORE I

UNIT A: Orientation to Agricultural Occupations

PROBLEM AREAS:

1. Introduction to the school program
2. Introduction to agriculture and society
3. Identifying careers in agriculture

UNIT B: Supervised Occupational Experience

PROBLEM AREAS:

1. Orientation to my SOE program
2. Planning my SOE program
3. Keeping records on a SOE program

UNIT C: Leadership in Horticulture/Agriculture

PROBLEM AREAS:

1. Understanding the National Junior Horticulture Association and FFA as a part of Vocational Horticulture/Agriculture
2. Duties and responsibilities of youth club officers and members
3. Developing basic parliamentary skills

UNIT D: Horticulture/Agricultural Mechanics

PROBLEM AREAS:

1. Understanding and practicing safety in horticulture/agriculture
2. Identifying, fitting and using hand tools
3. Using and maintaining selected power tools
4. Developing basic carpentry skills

UNIT E: Plant Propagation

PROBLEM AREAS:

1. Care, handling and storing herbaceous seeds
2. Seeding in containers
3. Propagating by cuttings
4. Propagating by layerage
5. Propagating by divison or separation

UNIT F: Plant Identification and Classification

PROBLEM AREAS:

1. Identifying and classifying plants
2. Identifying different parts and types of leaves
3. Identifying different parts and types of stems
4. Identifying different parts and types of fruits
5. Identifying different parts and types of flowers
6. Identifying different parts and types of roots

UNIT G: Growing and Managing Horticultural Crops

PROBLEM AREAS:

1. Watering plants
2. Pruning, pinching and disbudding plants
3. Planting plants
4. Identifying and using structures used in the production of plants
5. Understanding and controlling temperature around plants
6. Understanding and controlling light around plants
7. Growing vegetables

UNIT H: Identifying and Controlling Pests of Horticultural Plants

PROBLEM AREA:

1. Pest identification and safe use of pesticides

UNIT I: Urban Animals

PROBLEM AREAS:

1. Care and feeding of the family dog
2. Care and feeding of the family cat
3. Care and feeding of the family horse

UNIT J: Soil Science and Conservation of Natural Resources

PROBLEM AREAS:

1. Pasteurizing and preparing a growing media for the greenhouse
2. Collecting soil samples from the greenhouse, garden and lawn and applying sample test results
3. Identifying soil amendments and their functions

SUGGESTIONS FOR USING CORE MATERIALS

These instructional materials and teaching aids have been designed to improve instruction and increase student learning. Each problem area packet includes some or all of the following components:

1. Suggestions to the teacher
2. Content outline
3. Teacher's guide
4. Information sheet
5. Student worksheets or assignment sheets and keys
6. Demonstrations
7. Job sheets or laboratory exercises
8. Transparencies
9. Discussion guide for transparencies
10. Sample test questions and teacher's key

This combination of instructional materials should be utilized as a source unit. This means that teachers should selectively choose those components and those parts which they need to achieve their teaching objectives. The project staff does not recommend that teachers "teach" the core program as it is presented. Instead, the teacher should personalize and localize the materials for the particular group taught and, wherever possible, add other materials and teaching techniques to enrich the core program.

Teachers could teach everything included in the core curriculum but this would not be advisable considering the variations which exist in agriculture programs, students' needs and interests, and program objectives. Instead, teachers should select problem areas for a "local core" and supplement them with other problem areas important in the local area. Another suggestion is that the entire packet need not be taught to a given group during a given year. For example, teachers may want to teach part of the parliamentary procedure packet to freshmen and teach the remaining part to an advanced class.

Specific suggestions for using the different components of a problem area packet are presented in the following section.

1. Suggestions to the teacher. These suggestions are included on the first page of each problem area. Teachers should read these suggestions before problem areas are scheduled for the year. Decisions need to be made regarding which problem areas will be taught, when they will be taught and the approximate number of days to be devoted to each problem area. On the basis of these decisions, teachers can construct a course calendar.

   In some cases, the suggestions also indicate the preplanning that needs to be accomplished before instruction begins. Instructional materials not included in the packet need to be ordered in advance. To assist the teacher in ordering Vocational Agriculture Service materials an order blank has been included at the back section of the core materials.

2. Content outline. This outline has been prepared for some of the problem areas to provide the teacher with an overview of the subject matter included in the problem area. It will provide the teacher with a general idea of the scope and content of the problem area.

3. Teacher's guide. The teacher's guide is not a lesson plan. It is a source of teaching ideas which may be implemented by the agriculture teacher to conduct an effective instructional program. Each guide includes more material than most teachers would use.

Teachers should select from the several interest approaches and teaching activities those suggestions which seem most appropriate for the local situation. The teacher's guide emphasizes the problem solving method and a student-centered, activity approach. Lecture-presentation, rote memorization of facts and subject matter mastery should be kept to a minimum. The teacher's guides include suggestions for carrying learning to the "doing" level. Application of classroom learning to S.O.E.P.'s and FFA activities is an important part of the teaching process.

4. Information sheet. These sheets have been prepared for those problem areas where subject matter may be difficult to locate. If reference materials are not available, the teacher may want to duplicate copies of the information sheets for class use.
5. Student worksheets or assignment sheets and keys. These exercises are designed as classroom activities for student use. They may provide a change of pace for students when they have grown tired of other activities which may be overused. Most exercises include a teacher's key with suggested answers.
6. Demonstrations. The teaching of certain problem areas often calls for demonstrations of manipulative skills or projects. The demonstration outline may be used by the teacher or students to conduct demonstrations of manipulative skills. Teachers may want to change some of the student activities included in the Teacher's Guide into student demonstrations.
7. Job sheets or laboratory exercises. In some problem areas, such as the agricultural mechanics or horticulture areas, job sheets or laboratory exercises have been provided which include a step-by-step procedure for performing agricultural jobs. These

sheets may be used to guide students engaged in individualized learning and to take a load off the busy teacher who has a large class involved in a variety of learning activities.

8. Transparencies. Some of the problem areas include transparency masters which can be used to prepare overlays and others include small reproductions of transparencies developed for the Core Project which are available from Vocational Agriculture Service, Univerity of Illinois.

9. Discussion guide for transparencies. Most of the transparencies included in the core materials do not include on the overlay any narration or explanation. The discussion guide provides teachers with some suggested points to bring out in the discussion of a transparency including explanations, descriptions and discussion questions related to the transparency.

10. Sample test questions and key. The sample test questions are not intended to be used as a test. The teacher can select questions from those included in the problem area if they are appropriate and add others as needed. Some teachers may choose not to administer a test at the close of each problem area and to prepare a comprehensive test at the end of a unit.

The core materials, if used properly, can improve the teaching process and save valuable teacher time. At the same time, misuse or overuse of these materials may lead to a lock-step approach to teaching and learning with the teacher adding little in the way of resourceful innovations and creative techniques.

Remember, for best results from the Core Curriculum materials, teachers should--

1. Use it but don't handle it like a teaching plan.
2. Localize it for your community.
3. Personalize it for your students.
4. Supplement it to achieve local objectives.

METROPOLITAN AGRICULTURE PROGRAM ADVISORY COMMITTEE

1. High School Teachers

Emiel Hamberlin
DuSable High School

Carl Reed
Barrington High School

Louis Schairer
District 214

Pamela Wolf
Willowbrook High School

2. Area Vocational Center Representative

James Phelps
WILCO Area Vocational Center

3. Community College Representative

Marcia Eberwine
Joliet Junior College

4. Business and Professional Representatives

Paul J. Chase
Chicago Board of Education

Kenneth D. Gallt
D. R. Church Landscape Co., Inc.

James Hayward
Illinois State Nurserymen's Association

Peter Orum
Midwest Ground Covers

George Schuman, Jr.
Stonegate Farm Nursery & Landscaping, Inc.

FIELD TEST TEACHERS

1. Carl Reed - Barrington High School
2. Louis Schairer - District 214
3. Michael Scheer - Addison Trails High School
4. James Phelps - WILCO Area Center
5. Michael Tierney - John Marshall High School

COLOR SEQUENCE

The color scheme used in the publishing of the Illinois Core Curriculum is as follows:

Salmon — Suggestions To The Teacher

Ivory — Teacher's Guide

Light Blue — Information Sheets

Tan — Student Worksheets

Pink — Job Sheets

Lime — Teacher's Key to Student Worksheets

White — Transparencies and Transparency Discussion Guides

Yellow — Sample Test Questions

Green — Teacher's Key to Sample Test Questions

Gold — Safety Rules

Gray — Project Plans

Raspberry — Suggested Content Outline

UNIT A: Orientation to Agricultural Occupations

PROBLEM AREAS:

1. Introduction to the school program
2. Introduction to agriculture and society
3. Identifying careers in agriculture

UNIT A: ORIENTATION AND GUIDANCE

PROBLEM AREA: INTRODUCTION TO THE SCHOOL PROGRAM

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in a horticultural or agricultural occupations program. The recommended time for teaching this problem area is in the fall at the beginning of the school year. The estimated instructional time for this problem area is two to three days.

It is important for beginning students to receive instruction pertaining to the overall objectives and procedures of the school and the horticulture agriculture program. This problem area should also be used to introduce the beginning students to the role and fuction of the FFA or local horticulture club.

The instructor is encouraged to conduct a local search to locate other supplementary materials for use with this problem area. The items in this problem area are for reference or modification as the instructors adapt this problem area to their local situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide and student worksheets were developed by Jerry Pepple and Jim Ethridge, Agricultural Education Division, University of Illinois. Transparencies and the transparency discussion guide were prepared by Vocational Agriculture Service, University of Illinois. The suggested aims and objectives were developed from material supplied by Cedric Gowler, vocational agriculture instructor, Centralia High School, Centralia, Illinois. The worksheet on the Greenhand Degree Check List was adapted from material in Student Handbook-FFA. Suggestions and guidance in the development of these materials were provided by the Metropolitan Core Curriculum Pilot Test Teachers.

TEACHER'S GUIDE

I. Unit: Orientation and guidance

II. Problem area: Introduction to the school program

III. Objectives: At the close of this problem area students will--

1. Understand the school policies for attendance, tardiness, hall passes, and school assemblies.
2. Understand the school disciplinary policies and procedures.
3. Be able to explain the procedures for acquiring first aid and health care.
4. Understand the daily classroom procedures and learning activities.
5. Understand class grading system.
6. Understand the need for and use of individual program notebooks.
7. Understand the intracurricular role of youth organizations.
8. Be able to list six types of learning activities used in this course.
9. Be able to list the major facilities to be used during the course.
10. Be able to list the major objectives of the course.

IV. Suggested interest approaches:

1. Distribute personal inventory sheets to the students and lead the class in completing the forms.
2. Have a personal data sheet transparency completed with the instructor's data to introduce yourself to the students and show the students how to fill out the form.
3. Have students introduce themselves to the class by reporting from their data sheet.
4. Circulate a copy of the school yearbook and the F.F.A. or Horticulture Club scrapbook and point up examples of successful agriculture/horticulture occupations students.
5. Show slides of selected agriculture/horticulture occupations students illustrating school extracurricular activities and how F.F.A. or Horticulture Club fits into the total school programs.

V. Anticipated problems and concerns of students:

1. What are the school rules and regulations?
2. What are the rules and regulations in the agriculture-horticulture department?
3. How will my grade be determined?
4. Why do we have to keep a notebook?
5. Do we have to do homework?
6. What will we do in the nursery or greenhouse?
7. Will we be taking field trips?
8. What opportunities do I have to become involved in school activities?
9. What will we study this year?
10. Do I have to have a project?
11. What is required to become a successful student in the agriculture-horticulture program in our school?

VI. Suggested learning activities and experiences:

1. Distribute copies of the school's handbook and lead a discussion on its use and purpose.
2. Distribute attendance slips, hall passes, parking and driving permits and discuss how each of these are used according to school policy.
3. Take the class on a tour of the facilities to locate exits, identify tools, fire extinguishers, and assign lockers and notebook shelves.
4. Handout and discuss student worksheet on "Agricultural Occupations Registration Card" (Have students complete and return before leaving)
5. Distribute examples of notebooks completed by seniors and discuss their purpose and uses.
6. Prepare, on the chalkboard or use transparencies, a list of learning activities objectives, and units for the course.
7. Arrange for an FFA or Horticulture Club member to lead a discussion on what is required to be a successful agriculture student and a FFA or Horticulture Club member.

VII. Suggestions for using this problem area:

1. The main purposes of the problem area are to introduce the student to the school and agriculture-horticulture program policies and procedures.
2. The personal data sheets will be filled out for every student and filed in the department office for reference.
3. This problem area should provide students with a general orientation to the high school and agriculture-horticulture facilities and to the agriculture-horticulture course content.

VIII. Evaluation:

1. Collect personal data sheets and check for completeness.
2. Assess the oral reports from the students' introductions and their reactions to the learning activities.

IX. References and aids:

(The enclosed samples are for use or reference. The instructor should use these or other forms or materials developed and used by the local school.)

1. Information Sheets on:
    a. Suggested Aims and Objectives of Vocational Agriculture-Horticulure Programs.
    b. Daily Report-Project Activities, Accomplishments and Self Evaluation.
2. Information Outlines on:
    a. Report on Field Trips.
    b. Report on Visit to Land Laboratory.
    c. Suggested Format for Agriculture Notebook.
3. Student Worksheets on:
    a. Agriculture Occupational Student Personal Inventory.
    b. Agriculture Occupational Registration Card.
    c. Greenhand Degree Checklist.
4. Transparencies and Transparency Discussion Guide.

INFORMATION SHEET

SUGGESTED AIMS AND OBJECTIVES OF VOCATIONAL AGRICULTURE-HORTICULTURE PROGRAMS

1. Vocational Agriculture-Horticulture is an integral part of the total school program and as such it shall promote all of the aims and objectives of the school.

2. Provide vocational education in agricultural-horticultural occupations when students are ready for it and continue it at intervals throughout their careers.

3. Make available effective education in horticulture and other agriculture occupations for those beyond school age.

4. Assist students in deciding whether to engage in agricultural occupations and assist those who choose careers in planning and preparing for work in these occupations.

5. Give appropriate education in agriculture-horticulture to adults who are not engaged in agricultural occupations but who have direct relationships with agriculture and horticulture people.

6. Familiarize the students with metropolitan organizations and institutions relating to agriculture.

7. Make students aware of their responsibilities as citizens in influencing public policies which affect agriculture and prepare them to carry out the responsibilities.

8. Cultivate appreciation of rural and urban life and culture and the values of rural and urban people.

9. Help the students to understand and appreciate the contribution of agriculture to the welfare of all and to realize the many inter-relationships between urban and rural people.

10. Treat the history of agriculture and rural and urban life as an integral part of our total history and make students aware of the great advances which have been made in agriculture.

11. Show the possibilities of agriculture and horticulture uses of leisure time in landscaping for home grounds, raising food for home use, and enjoying the countryside and urban life.

12. Develop understanding of the steps involved in food production, processing and distribution and the fraction of the total cost of food acquired at each step.

INFORMATION SHEET

WEEK STARTING MONDAY ____________________ 19___ NAME ____________________

DAILY REPORT-PROJECT ACTIVITIES, ACCOMPLISHMENTS, AND SELF EVALUATION OF MY OWN WORK, SKILLS, ATTITUDES, ACCOMPLISHMENTS, including WEEKLY SUMMARY.

VOCATIONAL AGRICULTURE-HORTICULTURE

DAILY: After you CLEAN UP-WRITE UP!

1. What main enterprise did you work on today?
2. What job did you do on that enterprise?

MONDAY
Enterprise: ____________________
Jobs: ____________________
____
____

TUESDAY
Enterprise: ____________________
Jobs: ____________________
____
____

WEDNESDAY
Enterprise: ____________________
Jobs: ____________________
____
____

THURSDAY
Enterprise: ____________________
Jobs: ____________________
____
____

FRIDAY
Enterprise: ____________________
Jobs: ____________________
____
____

DAILY: Check the items below where you can answer YES, otherwise, leave the spaces blank.

M	T	W	T	F	Good Housekeeping!
					All tools and equipment put back in their places
					CLEANED up my work area well.
					HELPED others clean where required.
					REPORTED any broken, dull, or damaged tools.
M	T	W	T	F	Attitude toward work
					Goofed off, horsed around, bothered others so they could not work.
					Not interested much in what I am doing.
					Wasted too much time just doing notihing.
					Slowed down today due to many problems. Solved them.
					Did not get as much work done as planned. WORKED STEADY.
					GOT A LOT OF WORK DONE - FEEL MIGHTY GOOD - I DID MY VERY BEST TODAY!

TODAY If I had been working for an employee, or in partnership with my Dad, I think they would rate me as one of the following

M	T	W	T	H	(Use letter grades)
					Reckless, careless, no interest in shop.
					Poor
					....fair
					......good
					........very good
					..........excellent

SUMMARY-VALUE OF WORK THIS WEEK

Check one by instructor A B C D F

A - Excellent B - Good C - Fair D - Poor F - Low

INFORMATION OUTLINE

REPORT ON FIELD TRIP

I. DATE____________________

II. LOCATION____________________

III. EMPLOYER OR BUSINESS VISITED____________________

IV. MAIN PURPOSE OF VISIT____________________

____

V. IMPORTANT POINTS COVERED

1. ____________________
   ____
2. ____________________
   ____
3. ____________________
   ____
4. ____________________
   ____

VI. PRACTICES LEARNED ON TRIP

1. ____________________
   ____
2. ____________________
   ____
3. ____________________
   ____

INFORMATION OUTLINE

REPORT ON VISIT TO LAND LABORATORY

I. DATE: ____________________ NAME ____________________

II. MAP OF LABORATORY (Show location of enterprises):

III. PURPOSE OF VISIT: ____________________

____

____

IV. ENTERPRISES ON LABORATORY (type and quantity):

A. ____________ D. ____________

B. ____________ E. ____________

C. ____________ F. ____________

V. CONDITION OF ENTERPRISES (stages of growth or development):

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

VI. MAJOR PROBLEMS WITH ENTERPRISES: (Identify weeds, insects, etc.)

A. ____________________

B. ____________________

C. ____________________

VII. MAJOR JOBS TO BE COMPLETED NEXT: ____________________

____

____

INFORMATION OUTLINE

SUGGESTED FORMAT FOR AGRICULTURE NOTEBOOK

NAME ______________________________

DATE ______________________________

SUBJECT __________________________

UNIT ____

PURPOSE ____

____

OBJECTIVES

1. ____

____

2. ____

____

PROBLEM AREAS

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____

NAME ____________________

DATE ____________________

SUBJECT ____________________

UNIT ____

PROBLEM AREA ____

THINGS TO CONSIDER IN SOLVING THE PROBLEM:

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

11. ____

NAME

DATE

SUBJECT

UNIT

PROBLEM AREA

SOLUTION TO PROBLEMS

REFERENCES:

STUDENT WORKSHEET
AGRICULTURAL OCCUPATIONS
STUDENT PERSONAL INVENTORY

1. Name________________________ 2. Telephone__________________________

3. Parent or guardian's occupation______________________________________

4. Brothers and sisters (name and age)________________, ______________,

_________________, ____________________, _________________________

5. What are your hobbies or special interests?__________________________

____

6. What agricultural or horticultural machines have you operated?__________

____

7. What power hand tools have you used?_______________________________

____

8. Describe any work experience which you have had.___________________

____

____

____

9. If you had a choice, what occupation would you choose for a career?_____

____

Why?____

____

10. What occupation would you least like to follow for a career?_____________

Why?____

____

11. What are your vocational plans now?; and after high school?____________

____

____

____

STUDENT WORKSHEET
AGRICULTURAL OCCUPATIONS REGISTRATION CARD

1. Name____________________ 4. Telephone______________

2. Address__________________ 5. Age__________________

3. Date____________________

____

6. What are your plans for your Supervised Occupational Experience Program?

____

____

____

____

7. What is your class schedule?

Period	Subject	Room No.
1		
2		
3		
4		
5		
6		
7		
8		

STUDENT WORKSHEET
GREENHAND DEGREE CHECKLIST

________ 1a. I am enrolled in a vocational agriculture/horticulture program.

________ 1b. I have a satisfactory Supervised Occupational Experience Program planned for the current year.

My program is:

Kind	Scope (number, size, quantity)
____________________	______________________________
____________________	______________________________
____________________	______________________________
____________________	______________________________
____________________	______________________________

________ 2a. I have learned and can explain the meaning of the FFA creed.

________ 2b. I can recite from memory the FFA motto and the salute.

________ 3. I know the FFA colors and can describe the FFA emblem and symbols.

________ 4. I can explain the proper use of the FFA jacket.

________ 5. I can identify the historical highlights of the FFA organization.

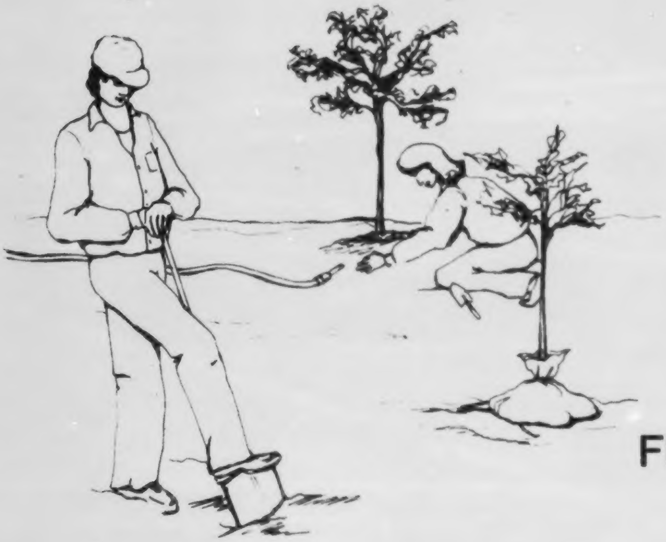
________ 6. I know the duties and responsibilities of FFA members and have an understanding of the aims and purposes of the FFA.

________ 7. I personally own or have access to an Official FFA Manual.

________ 8. I have submitted an application for the Degree for Chapter records.

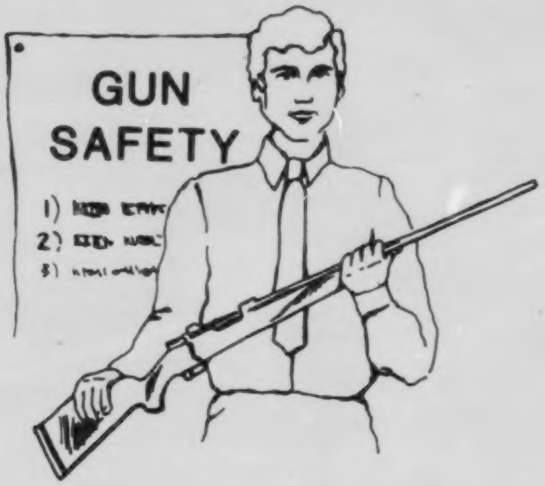
SIGNED__________________________

Learning Activities in Vocational Agriculture

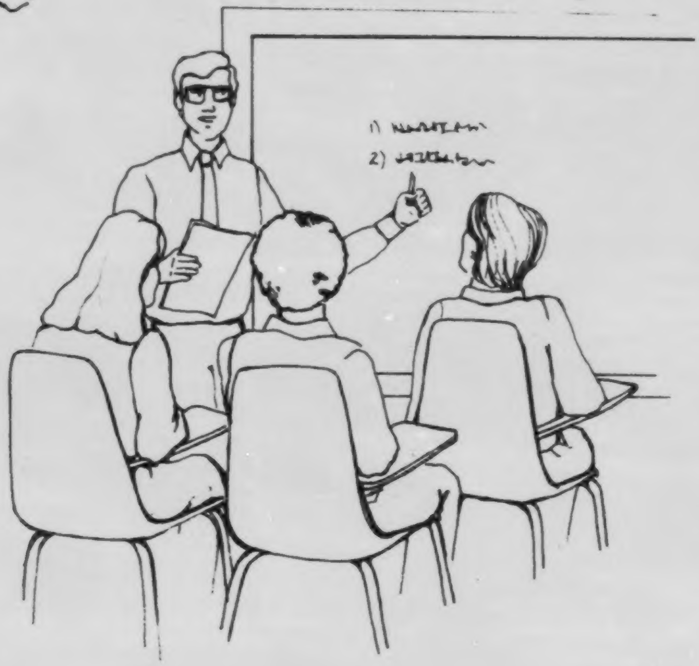


FFA Activities

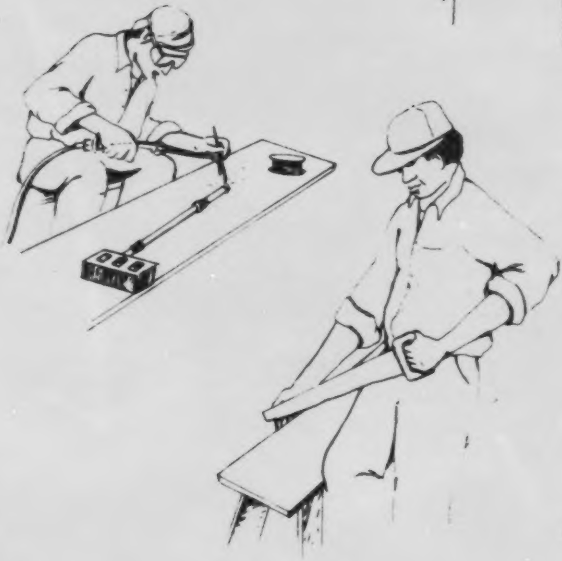
Field Trips


GUN
SAFETY
1)
2)
3)

Resource People

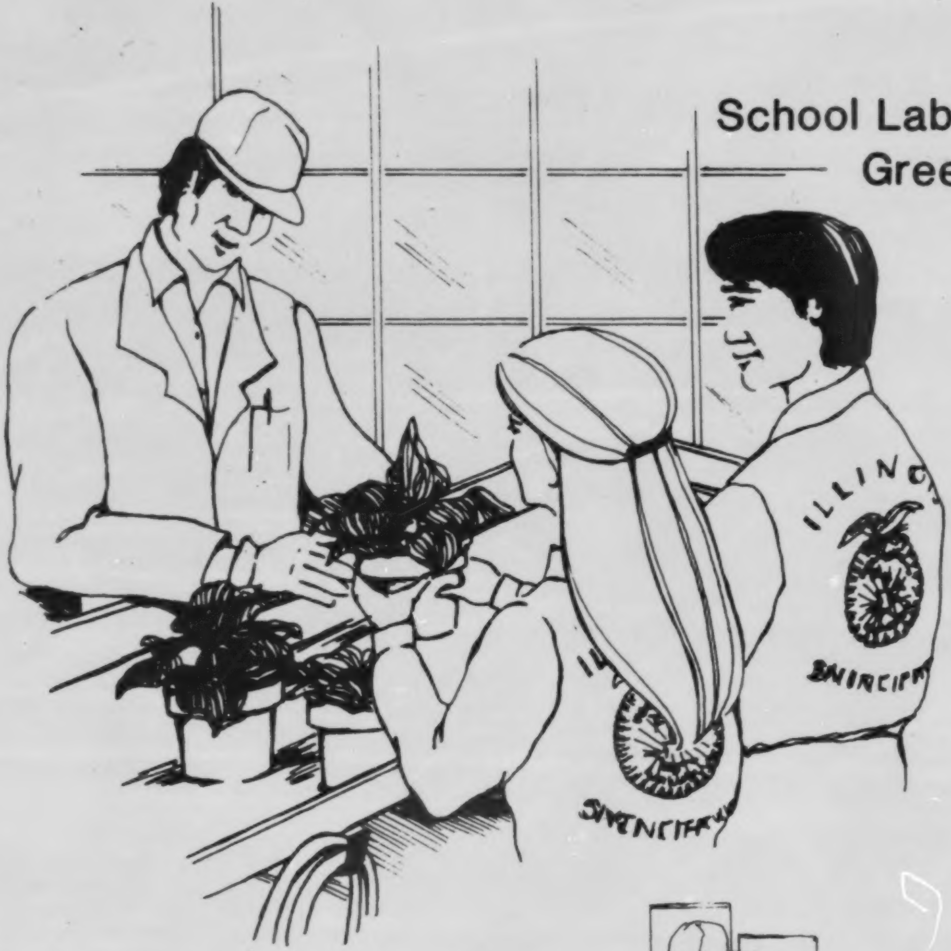


Classroom Instruction

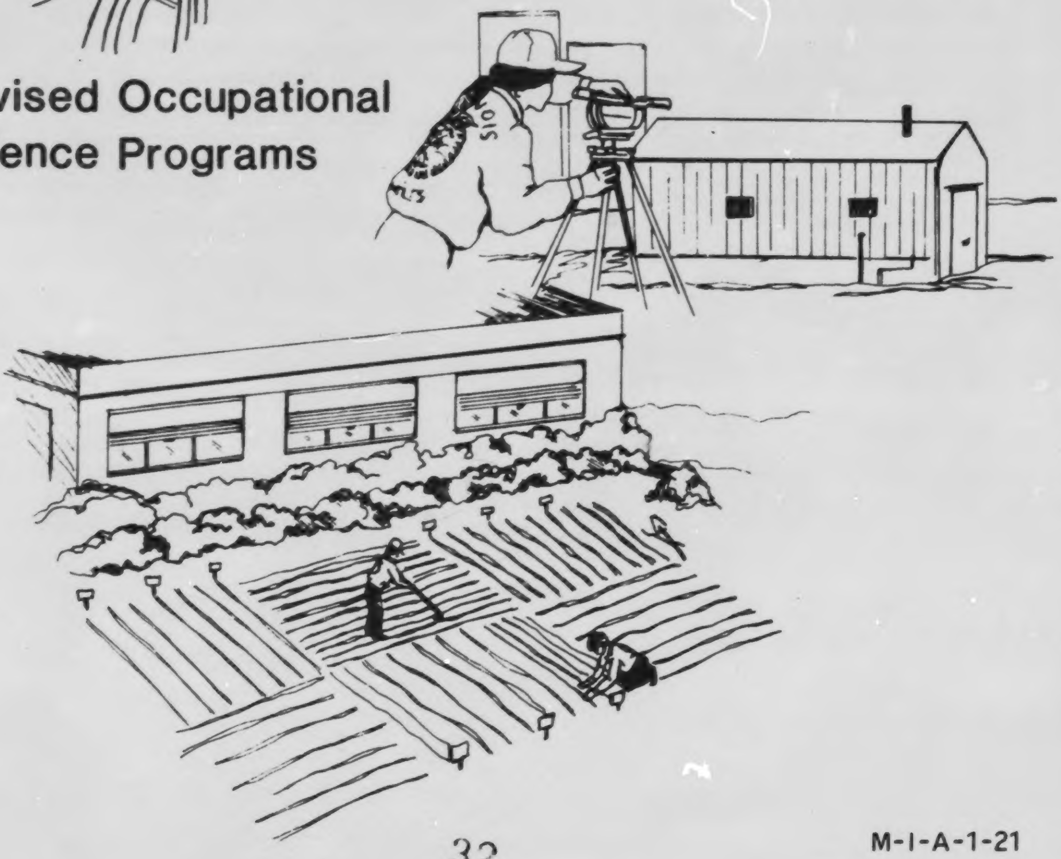


Shop Instruction

School Laboratory/
Greenhouse

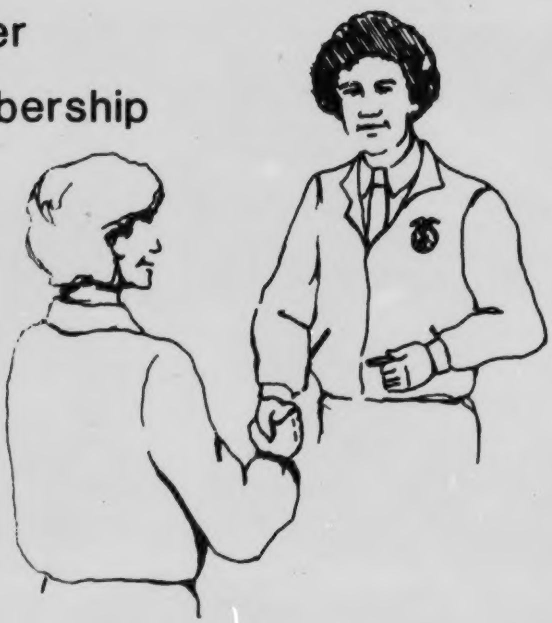


Supervised Occupational
Experience Programs



FFA Greenhand Degree

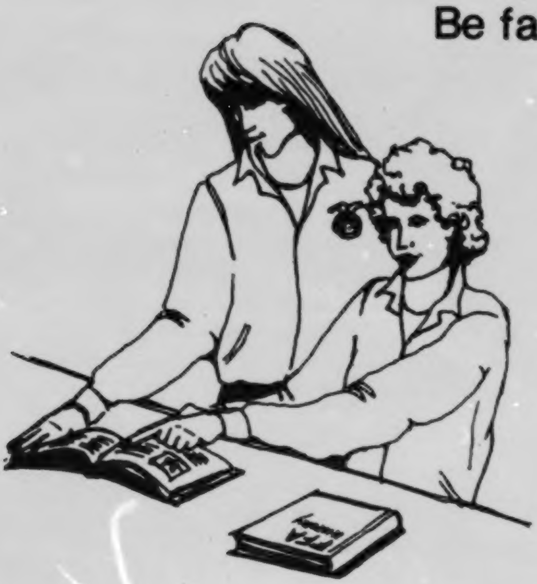
1. Awarded by local chapter
   as the first level of membership



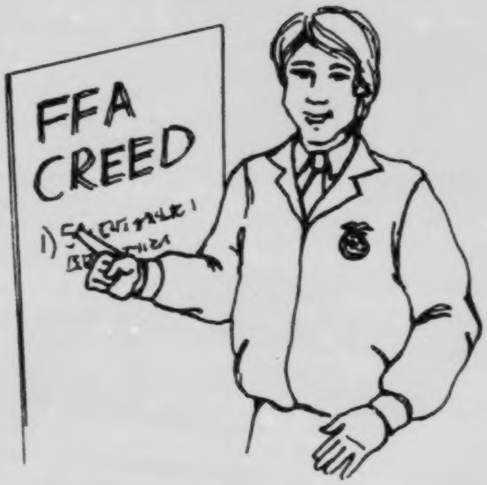
2. Qualifications for the Greenhand Degree

Be enrolled in
Vocational Agriculture

Be familiar with the aims, purposes, and history of the FFA



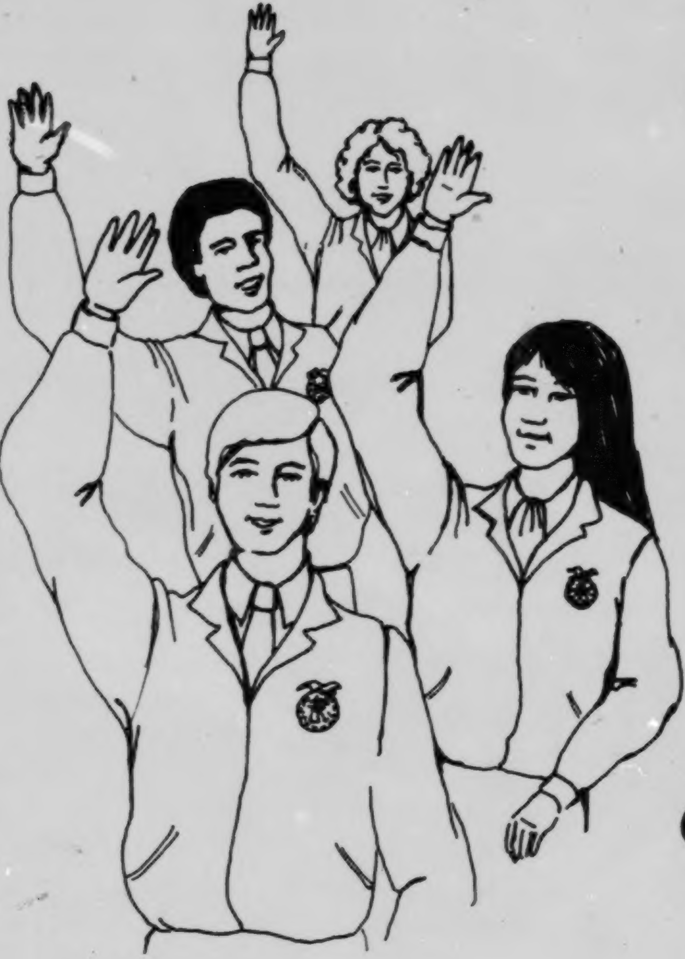
Be able to explain the FFA Creed

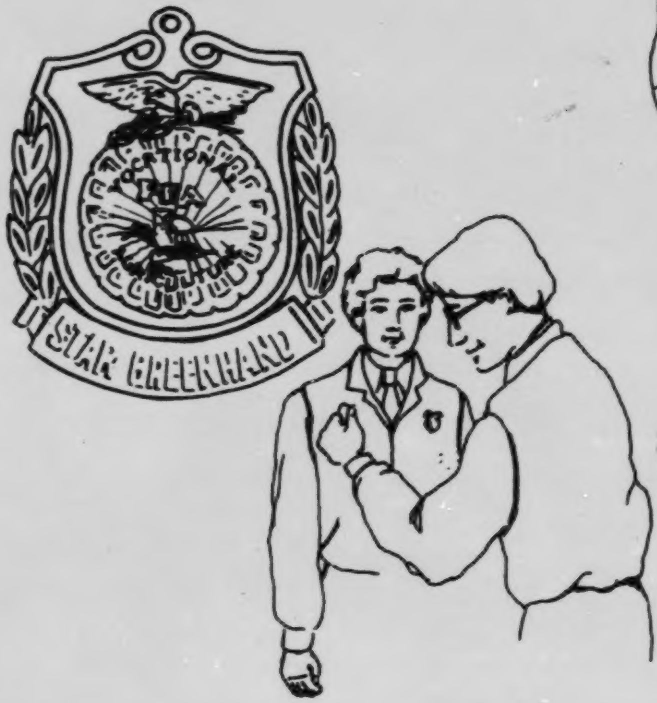


Receive a majority vote

from the

local chapter members




FFA
STAR GREENHAND

3. Start planning now for an active year.

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparencies No. 1, 2, 3: **Learning Activities in Vocational Agriculture**

A. Use transparencies 1, 2, and 3 to explain to the students the different methods used to learn about agriculture.

B. Discuss how instruction in agriculture involves more than reading from a textbook.

C. Inform the students that the best way to learn is by "doing."

D. Using various methods of instruction makes vocational agriculture more meaningful and enjoyable for the students.

II. Transparencies No. 4, 5, 6: **FFA Greenhand Degree**

A. Explain to the class why FFA is an integral part of the vocational agriculture program.

B. Discuss how the FFA Chapter provides many of the "extras" which place in your local program. Ask the class to identify some of the FFA activities in which they can participate.

C. Explain to the students the procedure to follow to become an FFA member and receive the Bronze Greenhand Degree Pin.

UNIT A: ORIENTATION AND GUIDANCE

PROBLEM AREA: INTRODUCTION TO AGRICULTURE AND SOCIETY

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in a horticultural or agricultural occupations program. The recommended time for teaching this problem area is during the fall semester at the beginning of the school year.

The estimated instructional time for this problem area is 3 to 5 days, depending on how far the teacher wishes to go in developing student understanding concerning the scope of Agriculture. If the teaching plan is limited to classroom discussion with little or no practice or observation, the instructional time can be 3 days or less. If the students are to be involved in other activity exercises, the instructional time will need to be increased.

The instructor is encouraged to conduct a local search to locate other supplementary materials for use with this problem area. The items in this problem area are for reference or modification as the instructors adapt this Instructional Material to their local situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, IL 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, student worksheet, and test questions were developed by Jerry Pepple and Jim Ethridge. Transparency masters and the transparency discussion guide were prepared by the Vocational Agriculture Service, University of Illinois. Suggestions and guidance in the development of these materials were provided by the Metropolitan Core Curriculum Pilot Test Teachers. The information sheets were developed by the Illinois Cooperative Crop Reporting Service, Springfield, Illinois.

TEACHER'S GUIDE

I. Unit: Orientation to agriculture-horticulture occupations

II. Problem area: Introduction to agriculture and society

III. Objectives: At the close of this problem area the student will--

1. Understand the economic importance of agriculture to Illinois and the United States.
2. Understand the characteristics and trends of modern agriculture.
3. Know the major agriculture-horticulture products produced in the county, state, and nation.
4. Know the importance and function of various government agencies and horticulture organizations affecting agriculture.

IV. Suggested interest approaches:

1. Solicit volunteers for students to form a committee to make a bulletin board of the various local, state, and national agencies which provide a service to agriculture and a list of the major horticultural and agricultural commodities produced in the country, state, and nation. Have the class committee report entries on the bulletin board to the class each day.
2. Plan a field trip to the Chicago Board of Trade or to the State Capital in Springfield to visit the State Agriculture Department.
3. Show VAS Slidefilm 397, "Agriculture's Contribution to Progress" and discuss the important agriculture accomplishments presented in the slidefilm.
4. Have each student list what they think are the major agricultural or horticultural commodities produced in the county and Illinois. Use Student Work-sheet, "Agricultural-Horticultural Commodities Produced," compile a class consensus and compare latter with answers to problem 6 and 7 of anticipated problems and concerns of students.
5. Have each student estimate the dollar value of the agricultural commodities produced in the county, in Illinois, and in the United States. Use Student Worksheet, "Value of Agricultural-Horticultural Products," to calculate the class average on chalkboard. Compare these answers later with those worked out in problem 8 of anticipated problems and concerns of students.
6. Stimulate interest by raising the following questions:

a. Where and by whom are the agricultural or horticultural commodities, which are produced in this county, used or consumed?

b. How many of your parents are involved in a horticulture industry?

c. How many of you or your parents belong to an agricultural-horticultural organization(s)?

d. Do any of your parents hold an office in an agriculture or horticulture organization?

V. Anticipated problems and concerns of students:

1. Involve students in identifying problems and concerns by asking the question, "What do I need to know about agriculture in order to understand how it affects me in my local area, the state of Illinois, the United States and the world?"

2. Distribute the following information sheets.

   a. Fruit
   b. Vegetables
   c. Flowers and Foliage Plants
   d. Local Agriculture Census Reports from County Extension Office.

3. Utilize the above materials to involve students in supervised study to discover solutions to the problems and concerns identified by the students and teacher, then conduct a discussion on each problem to summarize the findings.

4. Distribute Student Worksheet, "Orientation to Horticulture Agriculture in Illinois and United States," and have students complete the exercise and turn in for evaluation. Use the information sheets and transparencies.

5. Have a guest speaker from a government agency to discuss the importance of agriculture to this county, Illinois, and United States, and discuss the major problems affecting agriculture-horticulture industry.

6. Distribute Student Worksheet, "Orientation to Urban Agriculture in Illinois," and have students complete the exercise. VAS Units 4059 and 6020 can be used for further information on international agriculture. Use information sheets, "Vegetables and Fruit Planting Dates and Producing Areas" and "Trends of Vegetables and Other Crop in Illinois".

VII. Application procedures:

1. The main purpose of this problem area is to focus attention on the importance of agriculture and horticulture in our society, and to stimulate student interest in horticulture and in horticulture careers.

2. Students should be encouraged to read and to gather additional information on their own.

3. Students should be encouraged to use problems discussed in this problem area as topics for F.F.A. Public Speaking, as speech topics for 4-H Club, or as a speech or theme topic for English Class.

4. Students should be informed about and encouraged to participate in youth club activities such as the F.F.A. American Heritage Program, Food for America Program and the B.O.A.C. Program.

VIII. Evaluation:

1. Prepare and administer a pencil and paper test using the Sample Test Questions as possible test items.

2. Collect and evaluate worksheets

3. Collect and grade written and/or oral reports on agricultural-horticultural agencies.

IX. References and aids:

1. The following materials are available from Vocational Agriculture Service, University of Illinois.

    a. VAS Unit 4059, The World's Chief Food Crops;

    b. VAS Unit 6020, Helping Provide Food for the World's Growing Population;

    c. VAS Slidefilm 397, Agriculture's Contribution to Progress

2. Information Sheets from Illinois Cooperative Crop Reporting Service on;

    a. Fruits

    b. Vegetables

    c. Flowers and Foliage Plants

    d. Vegetables and Fruit Planting Dates and Producing Areas in Illinois.

    e. Trends of Vegetables and Other Crops in Illinois

3. County Agriculture Census Data, Local County Cooperative Extension Office

4. Transparencies and Transparency Discussion Guides

5. Student Worksheets

6. Sample Test Questions

FRUIT

1979 APPLE PRODUCTION

Illinois commercial utilized apple production totaled 110 million pounds (2,619,000 bushels, 42-lb. equivalents) in 1979, up 24% from 1978. Quality and size of the fruit were good to excellent throughout the State. No widespread losses were encountered from either weather conditions or pest-related problems. Golden Delicious was the leading variety, accounting for 33% of the total crop. Jonathan ranked second with 30%, and Red Delicious was third at 24%. Price per pound was estimated at 11.4 cents in 1979, compared with 12.8 cents per pound in 1978.

1979 PEACH PRODUCTION

Illinois peach production for 1979 was estimated at 15 million pounds (313,000 bushels, 48-lb. equivalents), 6% below the 1978 production of 16 million pounds. Severe winter weather damaged peach production for the third consecutive year. Weather damage ranged from very little to complete crop loss, dependent upon the local weather conditions. Value of the 1979 crop totaled $2,775,000 compared to $3,504,000 the previous year. Price per pound decreased from 1978's 21.9 cents to 18.5 cents per pound in 1979.

APPLES AND PEACHES: Production, price and value, Illinois, 1975-79

Year	Production Total	Production Utilized	Price per pound	Value of utilized production
	- Million pounds -		Cents	1,000 dollars
		APPLES		
1975	115.0	112.0	7.60	8,512
1976	86.0	86.0	10.20	8,772
1977	108.0	105.0	9.90	10,395
1978	89.0	89.0	12.80	11,392
1979	110.0	110.0	11.40	12,540
		PEACHES		
1975	27.0	27.0	13.80	3,726
1976	20.0	20.0	14.50	2,900
1977	9.0	9.0	16.40	1,476
1978	16.0	16.0	21.90	3,504
1979	15.0	15.0	18.50	2,775

APPLE VARIETIES: Production in commercial orchards, Illinois, 1975-79

Variety	1975	1976	1977	1978	1979
			Million pounds		
Red Delicious	26.0	19.0	25.0	22.0	26.0
Golden Delicious	36.0	28.0	35.0	29.0	36.0
Jonathan	33.0	25.0	32.0	25.0	33.0
Rome Beauty	5.0	4.0	4.0	3.5	4.5
Winesap	1.0	1.0	1/	1/	1/
Other	14.0	9.0	12.0	9.5	10.5
Total	115.0	86.0	108.0	89.0	110.0

1/ Included with "Other" varieties.

VEGETABLES

1979 PROCESSING SUMMARY

Total 1979 production of the principal processing vegetables (cabbage for kraut, cucumbers for pickles, lima beans, green peas, sweet corn, snap beans, tomatoes and beets) is estimated at 373,280 tons, up 6% from last year's 352,050 tons. The area harvested is estimated at 95,020 acres, slightly less than the 95,180 acres harvested in 1978. An increase in yield levels allowed production to increase as harvested acres were virtually unchanged. Value of the processing crop is estimated at $33.8 million, up 14% from $29.6 million in 1978. Estimates for carrots for processing, cucumbers for pickles, lima beans, green peas, tomatoes, and beets for processing are not published separately in order to avoid disclosing individual operation.

1979 FRESH MARKET SUMMARY

Total production of the principal fresh market vegetables (fresh and processed asparagus, fresh and processed carrots, fresh market cabbage, and sweet corn) in 1979 is estimated at 748,000 cwt., down 3% from last year's production of 775,000 cwt. Harvested area of 8,800 acres was estimated at 12% below the 1978 acreage level. Yield levels were generally higher than the past year but not enough to allow production to offset the reduction in acreage. Value of the crop was estimated at $6.8 million, compared to $6.9 million in 1978.

SWEET CORN AND CABBAGE FOR FRESH MARKET: Acreage, yield, production, and value, Illinois, 1975-79

Year	Acreage harvested	Yield per acre	Production	Season average price per cwt.	Value of production	
					Total	Per acre
	Acres	Cwt.	1,000 cwt.	Dollars	1,000 dollars	Dollars
			SWEET CORN			
1975	4,700	82	385	4.68	1,802	383.40
1976	4,600	76	350	5.55	1,943	422.39
1977	4,000	86	344	4.27	1,469	367.25
1978	3,900	84	328	7.53	2,470	633.33
1979	4,000	87	348	8.25	2,871	717.75
			CABBAGE			
1977 1/	1,500	193	289	4.82	1,393	928.67
1978	1,500	204	306	7.08	2,166	1,444.00
1979	1,400	195	273	5.65	1,542	1,101.43

1/ Estimates not available prior to 1977.

SWEET CORN AND SNAP BEANS FOR PROCESSING: Acreage, yield, production, and value, Illinois, 1975-79

Year	Acreage harvested	Yield per acre	Production	Season average price per ton	Value of production	
					Total	Per acre
	Acres	Tons	1,000 tons	Dollars	1,000 dollars	Dollars
			SWEET CORN			
1975	59,700	4.63	276.4	54.60	15,091	252.78
1976	52,600	4.64	244.3	50.50	12,335	234.51
1977	45,900	4.91	225.4	52.80	11,898	259.22
1978	48,400	5.10	246.9	51.00	12,589	260.10
1979	44,000	5.72	251.7	51.90	13,062	296.86
			SNAP BEANS			
1975	9,000	2.35	21.2	151.00	3,194	354.89
1976	7,700	2.78	21.4	132.00	2,825	366.88
1977	7,200	2.80	20.2	142.00	2,861	397.36
1978	9,200	2.61	24.0	146.00	3,504	380.87
1979	9,500	2.99	28.4	139.00	3,949	415.68

FLOWERS AND FOLIAGE PLANTS

TOTAL VALUE OF FLOWERS AND FOLIAGE PLANTS UP SLIGHTLY

Grosswholesale value of sales of selected flower types (cut and potted) and foliage plants in 1979 by Illinois commercial producers was $23.7 million, 3% more than the $22.9 million value of gross wholesale sales in 1978. The gross wholesale value for cut flowers was up on all surveyed types, except for chrysanthemums (standard and pompon), and snapdragons. Wholesale value for potted plants (including flowering and vegetable bedding plants) was up 6%, as all types, except poinsettias and geraniums, showed an increase over 1978. The wholesale price per unit for cut flowers in 1979 was lower than 1978 for all types with the exception of sweetheart roses and gladioli. Wholesale prices for potted plants were up from 1978 except for chrysanthemums and hydrangeas. Volumes sold for all cut flower types except snapdragons were higher in 1979 than the previous year. Volumes sold for most potted plants were also higher in 1979 than in 1978. Potted poinsettias and geraniums both had lower volumes of sales in 1979 compared with 1978. Flowering bedding plants were up in volume of sales compared with 1978 while vegetable bedding plants were slightly lower.

Net value of sales in 1979 of foliage plants for indoor or patio use was $3.1 million, down nearly 18% from 1978 when it was $3.8 million. The 1979 area in production was also lower at 612,000 square feet compared with 707,000 square feet in 1978, a decrease of 13%.

The Illinois Cooperative Crop Reporting Service began making official estimates in 1976 for the production of snapdragons, potted poinsettias, potted geraniums, potted lilies, potted hydrangeas, and flowering or vegetable bedding plants. Thus no production figures are available for these items prior to this time.

ROSES AND CHRYSANTHEMUMS: Plants in production, sales, price and wholesale value, Illinois, 1975-79

Year	Units in production	Units sold	Percent of sales at wholesale	Wholesale price	Value of sales at wholesale
	1,000 plants	1,000 blooms	Percent	Dollars	1,000 dollars
			HYBRID TEA ROSES		
1975	1/1,541	17,041	96	.186	3,170
1976	1/1,310	15,030	96	.245	3,682
1977	885	14,759	100	.242	3,572
1978	758	12,387	99	.261	3,233
1979	721	13,507	100	.246	3,323
			MINIATURE OR SWEETHEART ROSES		
1975	1/397	6,917	99	.102	706
1976	1/316	7,201	95	.168	1,210
1977	214	5,795	100	.162	939
1978	169	4,231	100	.183	774
1979	161	4,520	96	.221	999
			STANDARD CHRYSANTHEMUMS		
1975	1/325	1,706	73	.351	599
1976	1/318	1,445	78	.366	529
1977	1/223	1,155	82	.365	422
1978	1/139	534	47	.515	275
1979	1/106	573	75	.366	210
			POMPON CHRYSANTHEMUMS		
1975	1/296	2/324	49	1.22	395
1976	1/258	2/265	62	1.45	384
1977	1/152	2/174	55	1.45	252
1978	1/213	2/271	39	1.65	447
1979	1/228	2/275	64	1.33	366

1/ 1,000 square feet. 2/ 1,000 bunches.

VEGETABLES FOR FRESH MARKET AND PROCESSING: Acreage, yield, production, and value, Illinois, 1975-79

Year	Acreage harvested	Yield per acre	Production	Season average price per cwt.	Value of production	
					Total	Per acre
	Acres	Cwt.	1,000 cwt.	Dollars	1,000 dollars	Dollars
			CABBAGE			
1975	1,600	191	305	4.03	1,230	768.75
1976	1,700	210	357	3.88	1,385	814.71
1977	1,600	200	320	4.53	1,448	905.00
1978	1,600	205	328	6.72	2,205	1,378.13
1979	1/					
			CARROTS			
1975	300	240	72	6.67	480	1,600.00
1976	250	300	75	6.27	470	1,880.00
1977	250	350	88	5.45	480	1,920.00
1978	350	295	103	6.61	681	1,945.71
1979	300	310	93	8.03	747	2,490.00

1/ Estimates not available--See previous page for fresh market cabbage.

ASPARAGUS: Acreage, yield, production, and value, Illinois, 1975-79

Year	ALL ASPARAGUS					
	Acreage harvested	Yield per acre	Production	Season average price per cwt.	Value of production	
					Total	Per acre
	Acres	Cwt.	1,000 cwt.	Dollars	1,000 dollars	Dollars
1975	6,800	14	95	26.60	2,529	371.91
1976	5,200	9	47	29.80	1,400	269.23
1977	4,500	11	50	34.50	1,725	383.33
1978	4,200	9	38	41.80	1,588	378.10
1979	3,100	11	34	46.90	1,594	514.19

	Fresh market			Processing		
	Production	Season average price per cwt.	Total value	Production	Season average price per ton	Total value
	1,000 cwt.	Dollars	1,000 dollars	Tons	Dollars	1,000 dollars
1975	9	41.70	375	4,300	501	2,154
1976	7	49.10	344	2,000	528	1,056
1977	9	46.30	417	2,050	638	1,308
1978	6	51.80	311	1,600	798	1,277
1979	7	51.90	363	1,350	912	1,231

OTHER FLOWERS AND FOLIAGE PLANTS: Units in production, sales, price and wholesale value, Illinois, 1975-79

Year	Units in production	Units sold	Percent of sales at wholesale	Wholesale price	Value of sales at wholesale
			GLADIOLI		
	Acres	1,000 spikes	Percent	Dollars	1,000 dollars
1975	580	8,397	99	.079	663
1976	601	9,196	100	.111	1,021
1977	573	9,121	100	.077	702
1978	586	7,374	90	.093	686
1979	485	9,441	100	.120	1,133
			POTTED CHRYSANTHEMUMS		
	1,000 pots	1,000 pots	Percent	Dollars	1,000 dollars
1975	1/549	1,052	75	2.14	2,251
1976	1/735	1,040	90	2.32	2,413
1977	1/819	1,160	97	2.42	2,807
1978	1/602	1,177	94	2.45	2,884
1979	1/743	1,240	95	2.41	2,988
			FOLIAGE PLANTS		
	1,000 sq.ft.		Percent		1,000 dollars
1975	657		77		3,796
1976	879		70		4,343
1977	723		84		6,145
1978	707		71		3,757
1979	612		86		3,091
			SNAPDRAGONS		
	1,000 sq.ft.	1,000 stems	Percent	Dollars	1,000 dollars
1976	123	605	69	.154	93
1977	95	443	79	.174	77
1978	95	401	33	.255	102
1979	58	278	54	.252	70
			POTTED POINSETTIAS		
	1,000 sq.ft.	1,000 pots	Percent	Dollars	1,000 dollars
1976	1,117	863	87	2.78	2,399
1977	1,489	1,166	94	2.93	3,416
1978	1,403	960	90	3.07	2,947
1979	1,164	898	89	3.18	2,856
			POTTED GERANIUMS		
1976	959	2,662	71	.74	1,970
1977	736	2,588	74	.69	1,786
1978	1,122	2,776	69	.83	2,304
1979	864	2,509	71	.88	2,208
			POTTED LILIES		
1976	331	597	92	1.92	1,146
1977	536	524	88	2.39	1,252
1978	307	380	94	2.57	977
1979	307	389	90	3.06	1,190
			POTTED HYDRANGEAS		
1976	23	26	55	2.47	64
1977	16	12	89	3.39	41
1978	20	17	85	3.71	63
1979	33	36	92	3.06	110
			FLOWERING BEDDING PLANTS		
	1,000 sq.ft.	1,000 flats	Percent	Dollars	1,000 dollars
1976	1,457	803	65	3.08	2,473
1977	1,585	758	67	4.46	3,381
1978	1,448	811	61	4.14	3,358
1979	1,534	924	80	4.25	3,927
			VEGETABLE BEDDING PLANTS		
1976	589	280	66	3.23	904
1977	487	251	72	3.97	996
1978	543	326	62	3.43	1,118
1979	533	319	70	3.88	1,238

1/ 1,000 square feet.

INFORMATION SHEET ON
TRENDS OF VEGETABLES AND OTHER CROPS IN ILLINOIS

A special effort had been made by assessors to obtain a detailed breakdown of the acerage for the various vegetables and miscellaneous crops. Due to small acreages involved and the fact that some of these crops are located close to urban areas, there is some incompleteness. Only the more important crops in these categories are listed in the following tabulation.

Vegetable and Other Crops Harvested, Illinois in Northeast District,
1962, 1966, 1972, 1976

Crop	1962	1966	1972	1976
Asparagus	1,033	678	353	151
Cabbage	1,262	1,312	1,475	1,125
Cantaloups	278	213	125	160
Carrots	696	142	142	102
Cucumbers	372	450	247	226
Horseradish	15	=	6	=
Onions, dry	512	437	262	289
Onion Sets	1,444	1,293	1,027	1,008
Peppers	167	218	272	216
Potatoes	115	115	93	150
Pumkins	478	=	=	=
Snap Beans	462	712	156	223
Strawberries	130	96	50	56
Sweet Corn	15,520	12,366		15,661
Tomatoes	5,822	3,768	1,700	899
Watermelons	42	41	21	38
White corn			475	1,733
Radishes		173		
Squash		198	183	256
Orchards		337	628	256
Kidney Beans			5	
Other Vegetables			15,969	16,225
Nurseries			10,564	10,044
Vineyards			56	45
Sunflowers			1,922	

Vegetables Harvested for Sale, Illinois by Counties, 1962, 1967, 1972, 1976

	No. of Farms Reporting				Acreage			
North East District	1962	1967	1972	1976	1962	1967	1972	1976
Boone	90	67	39	23	5.552	5,311	2,650	2,715
Cook	336	210	72	51	7,887	5,296	2,575	1,597
DeKalb	227	203	81	69	13,841	14,525	7,954	4,819
Du Page	54	32	13	15	819	533	195	204
Grundy	14	8	3	=	356	276	173	=
Kane	62	53	34	39	1,176	1,673	775	2,588
Kendall	25	13	8	4	1,241	255	354	53
Lake	64	63	25	19	1,680	1,764	867	553
La Salle	166	123	63	80	7,135	6,715	3,720	4,178
Mc Henry	137	108	45	47	3,940	4,916	1,972	2,940
Will	58	60	31	28	1,559	2,127	1,247	1,693

INFORMATION SHEETS ON VEGETABLE AND FRUIT PLANTING DATES AND PRODUCING AREAS

VEGETABLES: Usual planting and harvesting dates and principal Illinois producing areas

Crop and general classification	Usual planting dates	Usual harvesting dates			Principal producing areas and counties
		Begins	Most active	Ends	
			FRESH MARKET		
Mid-Spring					
Strawberries	Feb. 20–May 15	May 10	May 15–June 10	June 15	South: Clinton, Crawford, Edgar, Fayette, Jefferson, Marion, Monroe, Union, Washington
Late Spring					
Asparagus	Mar. 15–Apr. 15	Apr. 25	May 1–June 30	July 10	North: Cook, Kane, Kendall, Will South: Madison, Sangamon
Early Summer					
Cucumbers	Apr. 20–June 30	June 20	July 1–Sept. 30	Oct. 31	Northeast: Cook, Du Page, McHenry, Kendall South: Union
Onions	Apr. 1–Apr. 30	July 10	Aug. 1–Sept. 30	Oct. 31	Northeast: Cook, McHenry, Will, Kankakee
Mid-Summer					
Cantaloups	Apr. 10–May 15	July 15	Aug. 1–Sept. 30	Oct. 10	North: Carroll, Cook, Kankakee, Will Central: Cass, Henderson, Mason, Tazewell, Woodford South: Madison
Late Summer					
Cabbage	Apr. 1–June 15	June 20	July 1–Oct. 31	Nov. 30	Northeast: Cook, Lake, McHenry, Will
Carrots	May 1–June 15	Aug. 15	Sept. 1–Sept. 30	Nov. 1	Northeast: Cook, DeKalb, McHenry
Sweet Corn	Apr. 15-July 10	July 1	July 15–Sept. 15	Oct. 10	North: Boone, Cook, De Kalb, La Salle, Lee, McHenry, Ogle, Will, Lake South: Jasper, Madison, St. Clair
Tomatoes	Apr. 10–June 15	June 20	July 10–Sept. 30	Oct. 31	North: Du Page, Rock Island Cook, Lake, Will Southwest: Madison, Monroe, St. Clair, Union
Watermelons	Apr. 10–May 20	Aug. 1	Aug. 1–Sept. 30	Oct. 10	North: Carroll, Henderson Central: Cass, Mason, Tazewell South: White, Madison
			PROCESSING		
Asparagus	Mar. 15–Apr. 15	Apr. 25	May 1–July 5	July 10	North: Bureau, DeKalb Lee, Ogle East: Iroquois, Kankakee, Vermilion Central: Peoria, Marshall
Beets	Apr. 20–June 30	July 15	Aug. 10–Oct. 31	Nov. 30	Northeast: Cook, Kankakee, Lake, Will
Cucumbers for Pickles	May 15–June 30	July 10	Aug. 5–Sept. 10	Sept. 30	Northeast: Cook, Kankakee, Will Central: Mason

(Continued)

VEGETABLES: Usual planting and harvesting dates and principal Illinois producing areas (Cont'd)

Crop and general classification	Usual planting dates	Usual harvesting dates			Principal producing areas and counties
		Begins	Most active	Ends	
		PROCESSING (continued)			
Green Lima Beans	May 20–June 20	Aug. 20	Aug. 25–Sept. 10	Sept. 30	North: Bureau, DeKalb, Ogle, LaSalle, Lee, McHenry, Will Central: Ford, Livingston
Green Peas	Mar. 25–May 25	June 5	June 10–July 15	July 25	North Central: Boone, Ford, Bureau, DeKalb, Livingston, Lee, Kane, LaSalle, Marshall, McHenry, Ogle, Peoria, Putnam, Stark, Stephenson, Winnebago
Snap Beans	Apr. 25–June 10	July 1	Aug. 1–15	Aug. 31	Northwest: Henry, Lee, Ogle, Rock Island Central: Mason, Tazewell South: Lawrence
Sweet Corn	May 1–June 20	Aug. 1	Aug. 1–Sept. 15	Sept. 30	Northeast: Bureau, Carroll, DeKalb, Kane, LaSalle, Stephenson, Winnebago East: Ford, Iroquois, Livingston, Vermilion Central: Marshall, Mason, McLean, Peoria, Stark, Tazewell, Woodford
Tomatoes					
Direct Seeding	Apr. 15–May 20	Aug. 1	Aug. 15–Sept. 30	Oct. 10	North: DeKalb, Grundy, Lee, Henderson, Kane, Kankakee, Kendall, Livingston, Mercer, McHenry, Ogle, Rock Island, Vermilion, Warren
Transplanting	May 1–June 30				

APPLES AND PEACHES: Usual dates of full bloom and harvesting dates and principal Illinois producing counties

Region	Usual date of full bloom	Usual harvesting dates			Principal producing counties
		Begins	Most active	Ends	
		APPLES			
ILLINOIS	Apr. 15–May 1	June 20	Sept. 5–Oct. 10	Nov. 10	
West Central	Apr. 25	July 5	Sept. 15–Oct. 10	Nov. 10	Calhoun, Jersey Pike, Adams, Macoupin
South	Apr. 15	June 20	Sept. 5–Oct. 5	Nov. 5	Union, Jackson, Johnson, Williamson
South Central	Apr. 20	June 25	Sept. 10–Oct. 10	Nov. 10	Marion, St.Clair, Perry, Washington, Randolph
North	May 1	Sept. 15	Oct. 1–20	Nov. 10	Rock Island
		PEACHES			
ILLINOIS	Apr. 5–15	July 15	Aug. 1–30	Sept. 10	
South	Apr. 5	July 15	Aug. 1–15	Aug. 25	Union, Jackson, Johnson, Franklin, Williamson
South Central	Apr. 10	July 20	Aug. 10–25	Aug. 30	Marion, Calhoun, Jefferson, St.Clair, Randolph, Bond
West Central	Apr. 15	July 25	Aug. 15–30	Sept. 10	Calhoun, Jersey, Pike

Number of Farms, Farm Population and Land in Farms: Illinois, 1950–1980

Year	Number of farms	Farm population [1]	Land in farms [2]	Average size of farms [2]
	–Thousands–		1,000 acres	Acres
1950	203	763	31,700	156
1951	198	744	31,600	160
1952	192	748	31,600	165
1953	186	709	31,500	169
1954	181	694	31,300	173
1955	178	699	31,300	176
1956	175	693	31,200	178
1957	172	672	31,100	181
1958	168	660	31,000	185
1959	164	652	30,900	188
1960	159	621	30,700	193
1961	155	605	30.600	198
1962	151	596	30,500	202
1963	148	574	30,400	206
1964	144	565	30,300	210
1965	140	550	30,200	216
1966	136	529	30,100	221
1967	133	507	30,000	226
1968	131	495	29,800	227
1969	130	492	29,700	228
1970	129	473	29,500	229
1971	128	Not available	29,400	230
1972	128		29,400	230
1973	127		29,300	231
1974	126		29,200	232
1975	114		28,900	254
1976	113		28,900	256
1977	111		28,800	259
1978	109		28,700	263
1979	107		28,700	268
1980	105		28,600	272

[1] Official estimates not yet available for 1971-80.

[2] Official estimates available since 1950 only.

STUDENT WORKSHEET

A. AGRICULTURAL-HORTICULTURAL COMMODITIES PRODUCED

	What I Regard As Major Products	Class Consensus	Facts From My Study
1. In my county	____________	____________	____________
	____________	____________	____________
	____________	____________	____________
2. In Illinois	____________	____________	____________
	____________	____________	____________
	____________	____________	____________

B. VALUE OF AGRICULTURAL-HORTICULTURAL PRODUCTS

	My Estimate	Average Of Class Estimate	Facts From My Study
1. In my county	____________	____________	____________
2. In Illinois	____________	____________	____________

STUDENT WORKSHEET
ORIENTATION TO HORTICULTURE AND AGRICULTURE IN ILLINOIS AND THE UNITED STATES

1. In Illinois, the leading variety of apply in 1979 was ____________________ ____________________, which amounted to ____% of the apple crop. The second leading variety was ____________________ with _____% and ____________________ was third with ____% of the apple crop.

2. The apple crop in 1979 was (up-down) 24% from 1978.

3. The eight principal processed vegetables in Illinois are:

   a.____________________________ b.____________________________

   c.____________________________ d.____________________________

   e.____________________________ f.____________________________

   g.____________________________ h.____________________________

4. The four principal fresh market vegetables in Illinois are;

   a.____________________________ b.____________________________

   c.____________________________ d.____________________________

5. The total value of flowers and foliage plants grown in Illinois are; (up-----down)

6. Which cut flower has had a decrease in total volume of production?

   ____

7. Which potted flowers have had a decrease in volume of production?

   ____

8. Foliage plant production is down in Illinois about _____%.

9. The amount of square footage of glass house space for growing flowering crops in Illinois is down ____% over 1977.

10. The ten leading U.S. exports in agricultural products are:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

11. The ten leading agricultural export buyers are:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

12. The eight leading imports to the U.S. are:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

13. Agriculture's net contribution to the balance of payments in 1976 was

__________________________.

STUDENT WORKSHEET

ORIENTATION TO URBAN AGRICULTURE IN ILLINOIS

1. Describe the trends in vegetable crops in Illinois since 1962.

____

____

____

____

2. Use a line graph and chart the vegetable production in your District in the years 1972, 1966, 1972, 1976. (Use selected vegetable crops)

1962 1966 1972 1976

________________ Vegetable crop(s)

3. Use a line graph and chart the vegetable production in your county in the years 1962, 1966, 1972, 1976. (Use selected vegetable crops)

1962 1966 1972 1976

________________ Vegetable crop(s)

4. Discuss the findings and the trends in questions 2, and 3.

____

____

____

____

5. List the vegetables with which your county is credited as being a principal producer. ____

____

____

____

____

____

____

____

____

____

TEACHER'S KEY
STUDENT WORKSHEET
ORIENTATION TO HORTICULTURE AND AGRICULTURE IN ILLINOIS AND THE UNITED STATES

1. In Illinois, the leading variety of apply in 1979 was Golden Delicious, which amounted to 33% of the apply crop. The second leading variety was Jonathan with 30% and Delicious was third with 24% of the apple crop.

2. The apple crop in 1979 was (up---down) 24% from 1978.

3. The eight principal processed vegetables in Illinois are;

   a. Cabbage
   b. Cucumbers
   c. Lima beans
   d. Green beans
   e. Sweet corn
   f. Snap beans
   g. Tomatoes
   h. Beets

4. The four principal fresh market vegetables in Illinois are;

   a. Asparagus
   b. Carrots
   c. Cabbage
   d. Sweet corn

5. The total value of flowers and foliage plants grown in Illinois are;

   (up---down)

6. Which cut flower has had a decrease in total volume of production?

   Snapdragons.

7. Which potted flowers have had a decrease in volume of production?

   Poinsettia and Geranium

8. Foliage plant production is down in Illinois about 18%.

9. The amount of square footage of glass house space for growing flowering crops in Illinois is down 13% over 1977.

10. The ten leading U.S. exports in agricultural products are:

a. Almonds
b. Wheat
c. Cattle hides
d. Soybeans
e. Cotton
f. Tallow
g. Grain sorghum
h. Tobacco
i. Rice
j. Corn

11. The ten leading agricultural export buyers are:

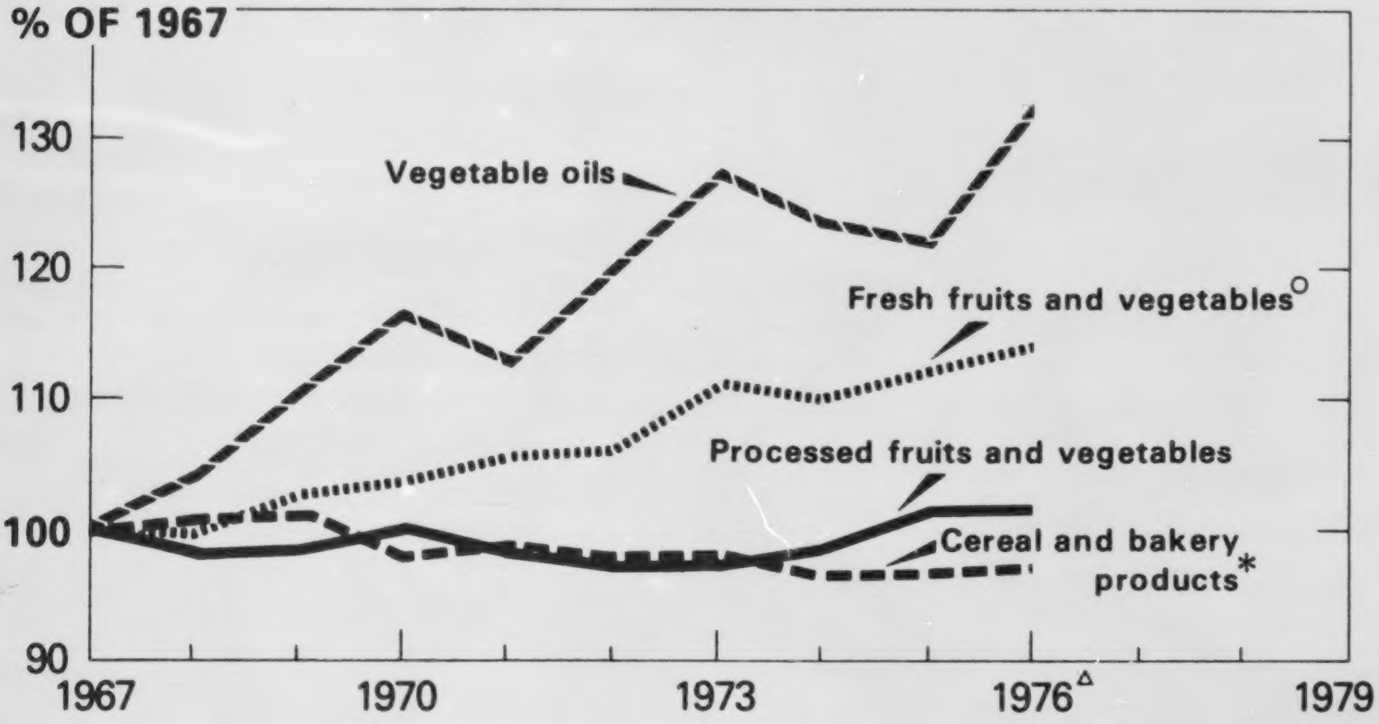
a. Japan
b. U.S.S.R.
c. Netherlands
d. West Germany
e. Canada
f. Italy
g. India
h. Rep. of Korea
i. Spain
j. United Kingdom

12. The eight leading imports to the U.S. are:

a. Coffee
b. Sugar
c. Meats
d. Fruits, Nuts, Vegetables
e. Oilseeds
f. Rubber
g. Cocoa beans
h. Wines

13. Agriculture's net contribution to the balance of payments in 1976 was about $12 Billion.

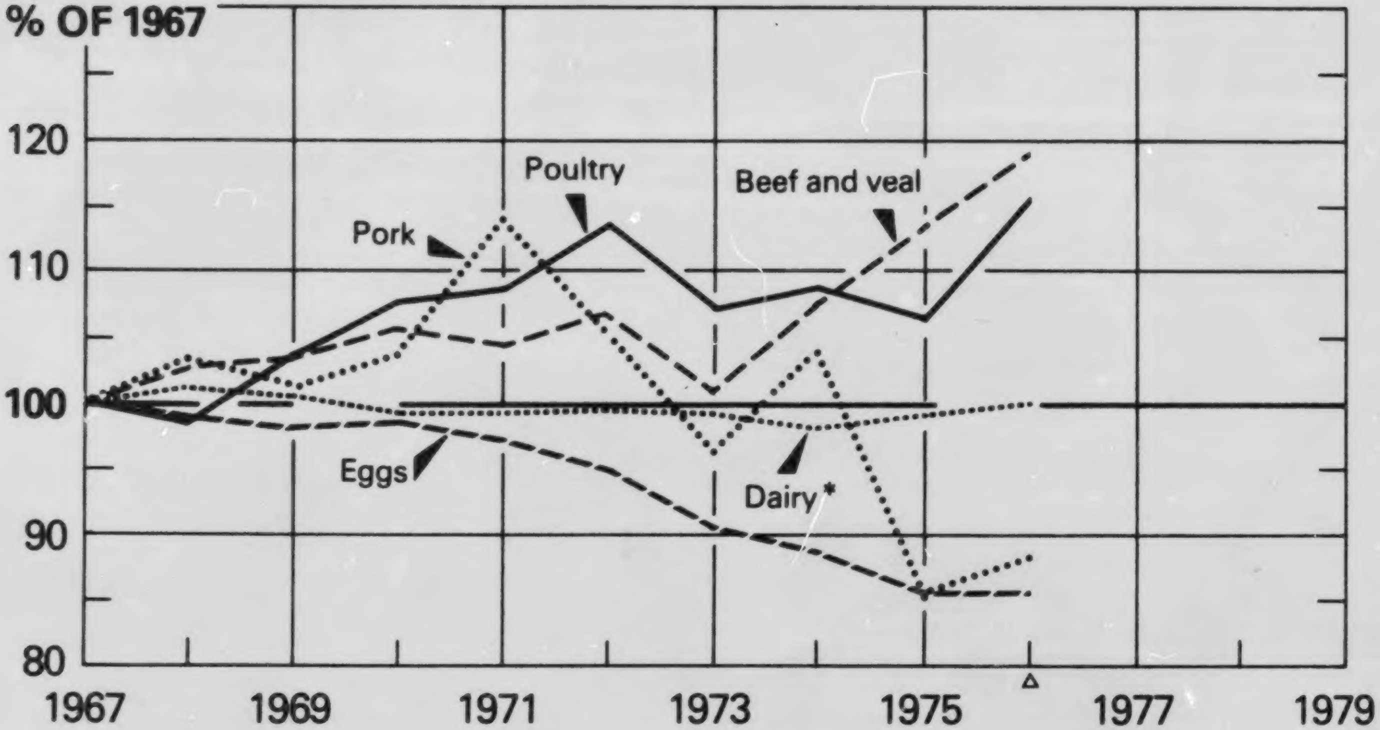
PER CAPITA CONSUMPTION OF SELECTED CROP PRODUCTS



ITEMS COMBINED IN TERMS OF 1957-59 RETAIL PRICES.
**GRAIN COMPONENTS ONLY.*
○EXCLUDES MELONS.
△PRELIMINARY.

M-I-A-2-25

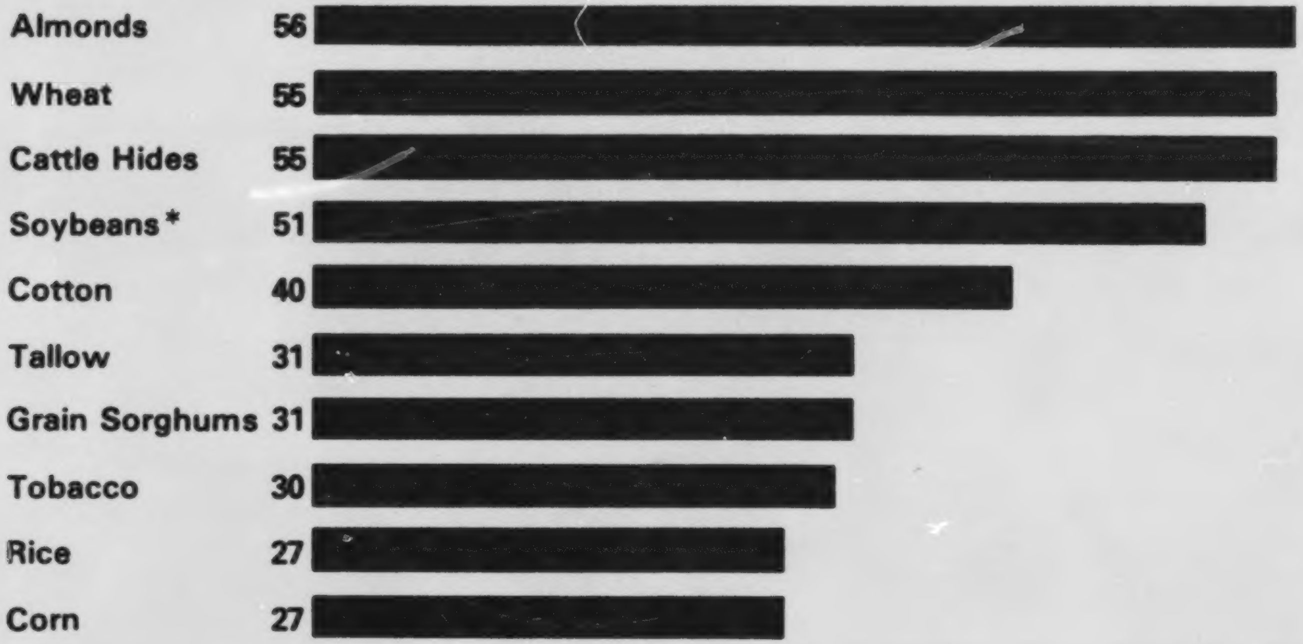
PER CAPITA CONSUMPTION OF SELECTED LIVESTOCK PRODUCTS



*ITEMS COMBINED IN TERMS OF 1957-59 RETAIL PRICES. *INCLUDES BUTTER. △PRELIMINARY.*

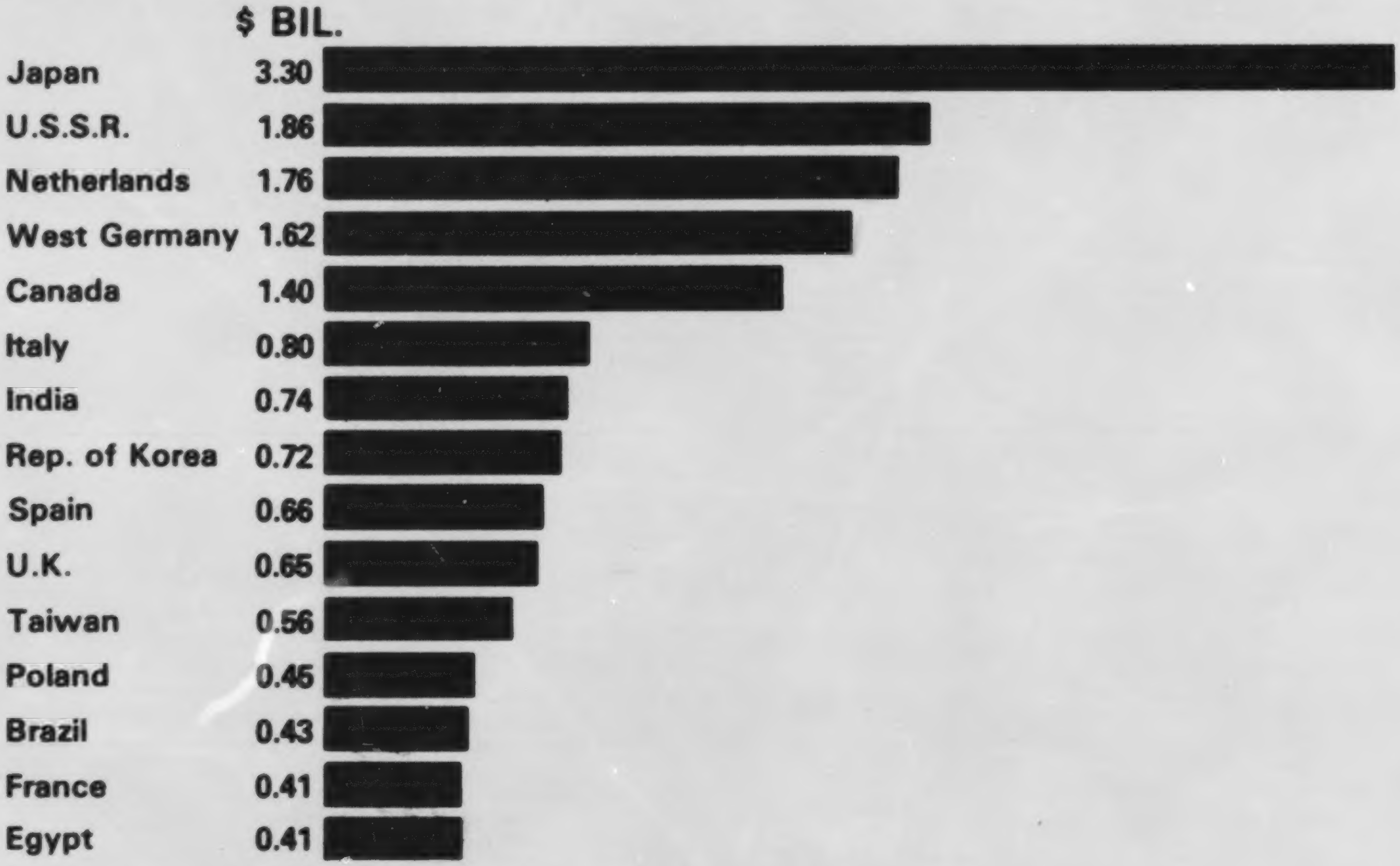
M-I-A-2-26

TEN U.S. AGRICULTURAL EXPORTS AS PERCENTAGE OF FARM PRODUCTION, 1976



YEAR ENDING JUNE 30. ** SOY BEANS INCLUDE BEAN EQUIVALENT OF MEAL.*

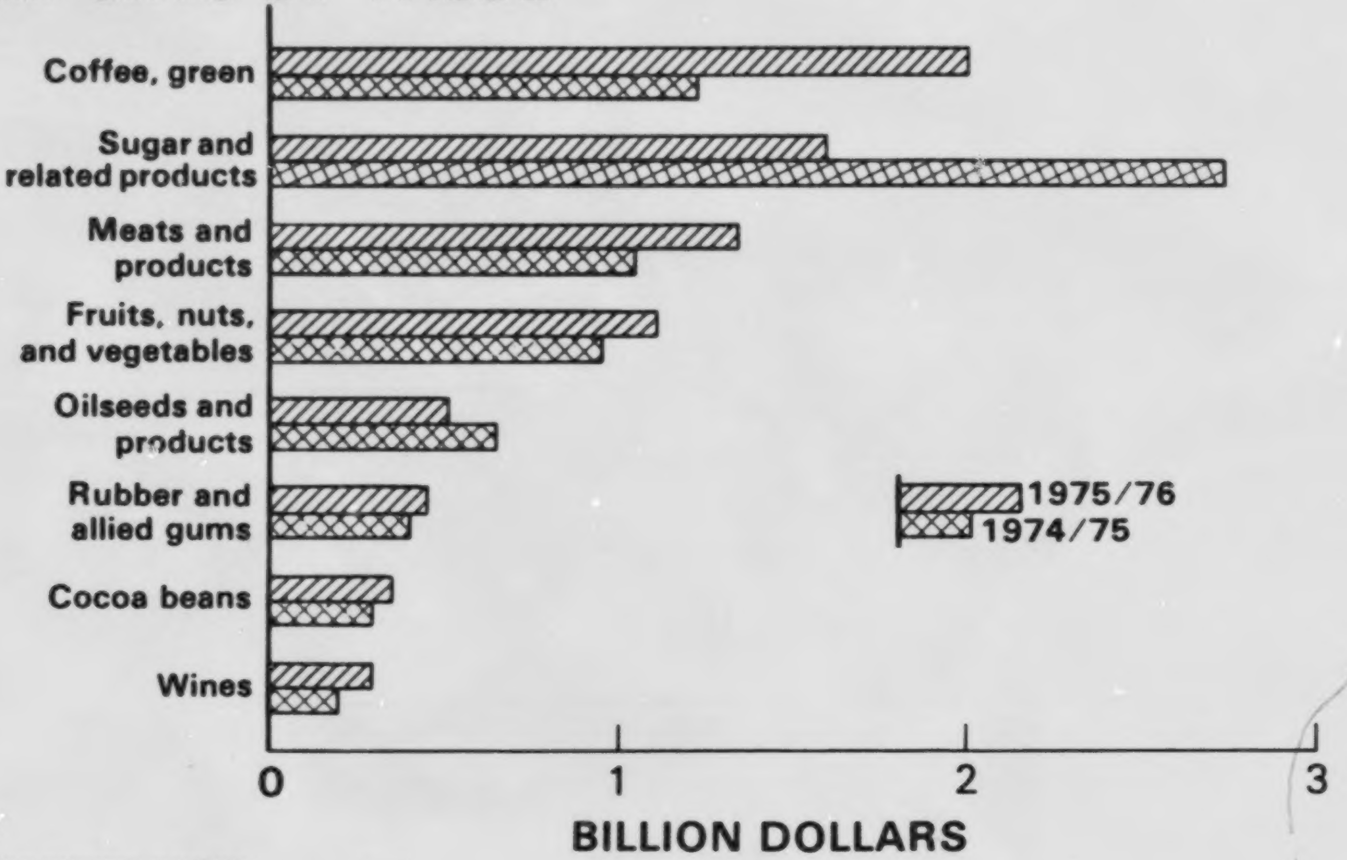
U.S. AGRICULTURAL EXPORTS BY COUNTRY, 1976



YEAR ENDING JUNE 30. *DATA NOT ADJUSTED FOR TRANSSHIPMENTS.*

M-I-A-2-28

LEADING U.S. AGRICULTURAL IMPORTS BY VALUE



YEAR ENDING JUNE 30.

Number of Farms, Farm Population and Land in Farms: Illinois, 1950–1980

Year	Number of farms	Farm population [1]	Land in farms [2]	Average size of farms [2]
	–Thousands–		1,000 acres	Acres
1950	203	763	31,700	156
1951	198	744	31,600	160
1952	192	748	31,600	165
1953	186	709	31,500	169
1954	181	694	31,300	173
1955	178	699	31,300	176
1956	175	693	31,200	178
1957	172	672	31,100	181
1958	168	660	31,000	185
1959	164	652	30,900	188
1960	159	621	30,700	193
1961	155	605	30.600	198
1962	151	596	30,500	202
1963	148	574	30,400	206
1964	144	565	30,300	210
1965	140	550	30,200	216
1966	136	529	30,100	221
1967	133	507	30,000	226
1968	131	495	29,800	227
1969	130	492	29,700	228
1970	129	473	29,500	229
1971	128	Not available	29,400	230
1972	128		29,400	230
1973	127		29,300	231
1974	126		29,200	232
1975	114		28,900	254
1976	113		28,900	256
1977	111		28,800	259
1978	109		28,700	263
1979	107		28,700	268
1980	105		28,600	272

[1] Official estimates not yet available for 1971-80.

[2] Official estimates available since 1950 only.

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparencies: **Per Capita Consumption of Selected Crop Products** and **Per Capita Consumption of Selected Livestock Products**

A. Explain to the students the changing eating habits of the consumer. Point out the increased consumption of vegetable oils, beef and veal, and poultry; point out the decrease in the consumption of pork and eggs when based on 1967.

B. Ask the students to identify some possible reasons for the changes in consumption.

C. Discuss how these changes affect the production of these agriculture products.

II. Transparencies: **Agricultural Exports by Products, Agricultural Exports by Country,** and **Agricultural Exports by Value**

A. Illinois leads the nation in total agriculture exports.

B. Discuss with the class the importance of the producer being aware of which agriculture products are exported and the major buyers of these products.

C. The United States cannot produce all of its food products. Discuss which products are not produced in the United States and must be imported, then point out the products which are produced in the United States (and Illinois) but are also imported from foreign countries. Explain how these imported products effect the prices received by the Illinois producer.

III. Transparency: **Number of Farms, Farm Population and Land in Farms: Illinois**

A. Since 1950, Illinois has lost about 100,000 farms and 3 million acres of farm land.

B. Since 1950, the average size of farms has increased about 120 acres.

C. Ask the class to identify some causes for the reduction in the number of farms and farm land in Illinois.

D. Point out the relationship between the decreasing number of farms and the overall increase in the size of Illinois farms.

E. Explain how agriculture is more than farming.

1. Agriculture is America's number one industry.

2. Farming also includes the production of vegetables, fruit, and flowers.

3. Agricutlure is the major employer for people with a basic knowledge in production, processing, and marketing technology.

F. Point out how other areas of agriculture need more employees as many agricultural industries are increasing in number, unlike farming.

SAMPLE TEST QUESTIONS
ORIENTATION TO AGRICULTURE
ILLINOIS AND UNITED STATES

1. List three major agricultural commodities produced in this county.

   a. ____________________________

   b. ____________________________

   c. ____________________________

2. Name five major vegetable crops produced in Illinois.

   a. ____________________________

   b. ____________________________

   c. ____________________________

   d. ____________________________

   e. ____________________________

   (Note: refer to information sheets.)

3. Name five crops exported by the United States.

   a. Almonds Tallow

   b. Wheat Grain sorghum

   c. Cattle hides Tobacco

   d. Soybeans Rice

   e. Cotton Corn

   Note: other vegetable crops should be noted as identified through class discussion.

4. Name four importing countries of United States products.

   a. Japan Canada Spain

   b. U.S.S.R. Italy United Kingdom

   c. Netherlands India

   d. West Germany Republic of Korea

__a__ 5. The main product imported by the United States is

   a. Coffee

   b. Soybeans

   c. Wool

b 6. Since 1965, agriculture exports have

- a. Remained the same
- b. Increased
- c. Decreased

c 7. The cut flower which has decreased in volume of production is

- a. geraniums
- b. poinsettias
- c. snapdragons

a 8. In Illinois, the leading variety of apple in 1979 was

- a. Golden Delicious
- b. Jonathan
- c. Red Delicious
- d. Rome Beauty

9. Name four principal processed vegetables in Illinois.

a. Cabbage-Sweetcorn
b. Cucumbers-Snap beans
b. Lima beans-Tomatoes
d. Green beans-Beets

10. Name two principal fresh market vegetables in Illinois

a. Asparagus-Cabbages
b. Carrots-Sweet corn

UNIT A: ORIENTATION TO AGRICULTURAL OCCUPATIONS

PROBLEM AREA: CAREERS IN URBAN AGRICULTURE

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in a horticultural or agricultural occupations program. The recommended time for teaching this problem area is during the fall semester.

The estimated instructional time for this problem area is 15 to 20 days, depending on how far the teacher wishes to go in developing job and occupational identification skills at the first year level. If the teaching plan is limited to classroom discussion with little or no practice or observation, the instructional time can be 10 days or less. If the students are to be involved in other activity exercises, the instructional time will need to be increased.

The intructor is encouraged to conduct a local search to locate other supplementary materials for use with this problem area. The items in this problem area are for reference or modification as the instructors adapt this material to their situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinios State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, student worksheet, and test questions were developed by Jim Ethridge and Jerry Rapple. Transparency masters and the transparency discussion guide were prepared by the Vocational Agriculture Service, University of Illinois. Suggestions and guidance in the development of these materials were provided by the Metropolitan Core Curriculum Pilot Test Teachers. The information sheets on Agricultural Occupations were developed by Paul Hemp, Univerity of Illinois, as part of a DAVTE Project The information sheets on Occupational Level and Competencies were developed by Ohio State University and reprinted with their permission.

The student worksheet "Student Awareness/Attitude Inventory" was taken from Orientation to Applied Biological and Agricultural Occupations, Illinois Office of Education, Springfield, Illinois.

TEACHER'S GUIDE

I. Unit: Orientation to agricultural occupations

II. Problem area: Careers in urban agriculture

III. Objectives: At the close of this problem area the student will--

1. List at least five criteria for selecting an occupation.
2. Determine the occupational category and specfic job titles in each field of activity.
    - a. Professional
    - b. Technical
    - c. Managerial
    - d. Clerical
    - e. Production
    - f. Sales
    - g. Service

    1. Production Agriculture
    2. Supply and Service
    3. Mechanics
    4. Product Processing
    5. Natural Resources
    6. Forestry
    7. Ornamental Horticulture
3. Identify the different types of enterprises and jobs included in rural and/or urban agriculture.
4. List the major competencies needed by a person employed in a given occupation.
5. List the major educational requirements of a person employed in a given occupation.
6. Describe in writing or orally the working conditions involved.
7. List the approximate earning expected in a given occupation.
8. Cite at least one reference which provides information about occupations in agriculture.
9. Understand the opportunities available for agriculture employment in different parts of the nation.
10. Identify instructional units relating to each occupational area.
11. Place selected jobs in the appropriate occupational areas.
12. Become familiar with the rural and/or urban agriculture opportunities in the community by surveying the agriculture businesses and using survey forms, questionnaires, visitations, personal interviews, and other available procedures.
13. Complete written worksheets on each occupational area and define each occupational area.

14. Complete a written agriculture career interest research paper using Learning Resource Center Occupational Information.

15. Select the type of work in which they are most interested and do further research and study on that occupation.

IV. Suggested interest approaches:

1. Show and discuss the career slidefilms, "Your Opportunities in Agriculture," and "Think Big" Available from Vocational Agriculture Service, University of Illinois.

2. Visit an agricultural industry in the community to observe the jobs being performed (select highest interest area).

3. By brainstorming, develop an interview questionnaire for studying occupational areas in the community.

4. Interview an employee at an agricultural industry.

5. Prepare a chart showing necessary skills of various agriculture workers.

6. Prepare a bulletin board showing major agricultural occupations in the community.

7. Show a film relating to occupations that are available in agriculture. Locate films in the "free films" catalogs located in your instructional resource center.

V. Anticipated problem and concerns of students:

1. What are the eight major areas of occupations in agriculture?

2. What jobs are available in each of the agricultural areas?

3. What competencies are necessary to get a job in an agricultural occupation?

4. How can I make use of the local high school agricultural occupations education program to prepare for an agricultural occupation?

5. What do I need to know about an occupation to select it for exploration?

6. How do I begin to identify my career interest area?

7. What are the opportunities for entry level jobs in the agricultural occupations in my local community? In Illinois? In the United States?

8. What is urban agriculture?

9. What are agriculturally related jobs?

10. What is each area of agriculture comprised of? (Sub-divisions)

11. What are occupational titles?

12. What reference materials are available for each area?

13. How are interests related to career choices?

14. What is the importance of studying careers?

15. What urban and/or rural agriculture careers are available within a 25 mile radius of our area?

16. What is meant by educational requirements?

17. What is entry level?

18. Which areas of agriculture offer the most career opportunities?

19. What are seasonal occupations?

20. What areas of agriculture are limited in our area?

VI. Suggested learning activities and experiences:

1. Involve students in identifying problems and concerns in selecting careers in agriculture.

2. Introduce the unit by discussing the contributions of the agriculture industry to the community, state, and nation. Distribute VAS Unit 5025 "Careers in Horticulture," and VAS Unit 5017a "Careers in the Retail Flowershop Business."

3. Hold a class discussion on reasons for choosing a career in agriculture.

4. Invite a representative of a local agriculture industry to speak on agriculture's importance and trends.

5. Conduct a class discussion on advantages and disadvantages of private ownership and employment.

6. Distribute Worksheet I, "Student Awareness/Attitude Inventory." Allow students time to complete the handout then call on one or two students to review with the class their answers. (Do not force this requirement.) There is no Teacher Key, it is for class discussion. Items 1-60 are for general class discussion and items 61-102 are for career guidance discussion.

7. Distribute Worksheet II on names of each occupational area and the handout, "Career Directory." Use handout on suggested interview questions to stimulate student discussion.

8. Show transparencies on agricultural occupations and discuss the scope of each area and definition of each area.

9. Show a filmstrip on each occupational area of agriculture with special emphasis on ornamental horticulture due to many subdivisions. Making slides of your students at their training stations is recommended. Complete Worksheet III, "Introduction to Agriculture Occupations," using one sheet per filmstrip.

10. Distribute Worksheet IV, "Agri-career Investigation" along with a worksheet for studying an occupation. (The class can develop their own forms or use one of the four examples in the packet.)

11. Develop a list of various agricultural occupations in your community. Handout Worksheet V, "Occupational Directory Assignment," with the Guide Sheet for Studying an Occupational Business (one sheet per business).

12. Have students prepare a written or oral report on one or more occupations of interest to them. Use form "Occupations in Agriculture," in Worksheet V as a suggested guide.

13. Permit the students to discuss how their selected jobs fit their personal qualifications and the results of their interest inventory.

14. Use the transparencies and discussion guide for information on the scope of the agriclutural industry.

VI. Possible student projects in agricultural mechanics:

1. Identify and list those businesses in the community which employ people in agricultural construction jobs. The phone book or city business directory will be of help in doing this.

2. Obtain and examine some blueprints. Ask an architect or shop instructor to help in learning how to read them. Draw to scale a plan for a new building.

3. Gather materials to make a model farm including farm buildings. Paper maché on a board can be used for the ground. Paint, and add buildings made from construction paper. Dried weeds, grasses, or pine cones make beautiful trees. Ponds, fences, drives etc., may be added.

4. Make drawings or models of the agricultural buildings needed by a variety of producers. Show, for example, how a cotton grower's needs are different from a soybean or dairy farmer's needs.

5. Write or visit a company dealing with agricultural structures. Ask for information about the types of materials used in farm buildings. Try to find out why certain materials are better for specific buildings. Make a chart showing the different types of farm buildings, the best material for each, and why it is best. Pictures should be used to further illustrate the structures.

6. Examine farm buildings in the area to find out the construction methods and types of materials which are used. List these and describe them.

7. Select one of the agricultural structures occupations suggested and research it. If possible, interview someone in this area. Gather the following information from the interviewee and any reference material available:

   a. special skills and aptitudes required
   b. educational requirements
   c. working conditions and setting
   d. employment possibilities (including source of career placement information)
   e. effect of training and experience on earning potential
   f. summer or seasonal job opportunities

8. Design a packet of materials which introduces occupations in agricultural mechanics. Include pictures of people at work, equipment used, and the work setting. Information gathered in Project 7 above could be recorded on tape to accompany the packet.

9. Compare the agricultural structures occupation chosen with any other interesting occupation. What educational requirements, skills, settings, and other characteristics are common to both?

VII. Possible student projects in agricultural products, sales, supplies and services

1. Prepare charts which identify the carcass location of various cuts of meat. Identify the occupational difference between a slaughterer and a butcher.

2. Prepare a map showing beef, swine, sheep, and other animal producers in the U.S. Locate the major packing houses. Outline the process for moving the animal from the producer to the packing house to the customer.

3. Prepare a report with pictures showing the use of animal parts which are not used for human food. What happens to the animal hides, tail, and squeal.

4. Display pictures of several ways meat is processed and packaged, i.e., frozen, canned, fresh, smoked. For each picture, prepare statements as to why each method is chosen.

5. Compare the methods used 50 years ago with those used today in processing poultry, fish, beef, swine, or sheep.

6. Research the history of meat processing. Is the geographical location of this industry changing? Why? Is the need for meat-packing workers decreasing? Why? What are the trends in the industry?

7. Find out and report to the class the health standards which must be met by meat, poultry, and fish packers. What is the purpsoe of inspecting meats? What does the label "USDA" mean on a side of beef?

8. List as many of the by-products of the meat packing industry as possible. What is the importance of these by-products to the industry?

9. Investigate possible ingredients of a meat product such a bologna. What are some differences between brands? Which products give the most protein for the money?

10. Prepare a chart showing the definitions of various grades of meat.

11. Visit a kosher butcher shop, a Chinese market, or any food specialty shop to gain some firsthand information. Are there special ways of slaughtering and butchering meats or processing other foods for certain cultural or religious groups?

12. Select one of the meat-processing occupations suggested and research it, interviewing someone in this area. Gather the following information from the interviewee and any reference material available:

    a. special skills and aptitudes
    b. educational requirements
    c. working conditions
    d. employment possibilities
    e. attitudes and values necessary to obtain, hold, and advance in career selected
    f. qualities necessary to be a productive worker

VIII. Possible student projects in natural resources, forestry and environmental control:

1. Obtain a map of the town, county, or township and locate all of the recreational areas.

2. Plan a new recreational area in the county.

   a. What natural areas will be developed?
   b. What buildings will be needed?
   c. What sports equipment will make the park more functional for adults and children?
   d. Why is the area selected a better area than any others that could have been suggested?
   e. Make a scale drawing of the proposal. Indicate streets or highways, paths or trails, water areas, and major structures.
   f. Prepare a list of persons needed to operate the park.
   g. Estimate the cost of the project.

3. Prepare a guide brochure for prospective hunters and fishers.

4. Make a scale drawing of an imaginary campground area. Include both permanent and temporary structures, as well as the landscaping needed to make the area attractive.

5. Design a roadside park. Indicate roads, buidings, and landscape features.

6. Prepare a talk to give to the class (record it on a cassette tape if desired) which would explain the value of particular plants to the local area--some of those plants should be displayed in a terrarium.

7. Select a historic spot in the area. Research it and present an illustrated talk about it. Use photographs, drawings, models, and maps which would be helpful to the tourists visiting this area.

8. Get samples of camping permits and fishing and hunting license forms. Duplicate them and have the class fill them out. Be sure to include a list of rules and regulations.

9. Prepare a report about the recreational uses of forests, the history of the park services, the importance of forests to the total environment, and future trends for uses of forest land.

10. Color a map of the United States locating the national parks, and tell about the types of recreational facilities found in each. If possible, obtain pictures of the parks to show the class.

IX. Application procedures:

1. The main purpose of this problem area is to introduce the students to the careers available in agriculture.

2. The suggested learning exercises will also start the students planning for a career in an occupation.

3. Encourage students to prepare and give a speech for the F.F.A. Public Speaking Contest on the topic of My Opportunities for a Career in Agriculture.

4. Try to interest the local F.F.A. Chapter in preparing and presenting a radio program on careers in agriculture.

5. Attempt to relate instruction in each other problem area to careers in agriculture, where applicable.

6. Major emphasis is on "Look at what is available," and "Agriculture is more than production farming. How might I, as an urban student, with my types of interests find a satisfying and rewarding career in agriculture?

7. Dispel the myth "My uncle promised me a job so what is the use!"

X. Evaluation:

1. Prepare and administer a pencil and paper test using the sample test questions.

2. Collect and evaluate worksheets.

XI. References and aids:

1. Slidefilms, Agricultural Career Kit, Vocational Agriculture Service, University of Illinois.

2. VAS Unit 5017a "Careers in the Retail Flower Shop Business," Vocational Agriculture Service, Uiversity of Illinois.

3. VAS Unit 5025 "Careers in Horticulture," Vocational Agriculture Service, University of Illinois.

4. Student Information Sheets.

5. Student Worksheets 1-5.

6. Transparencies and Discussion Guide.

7. Suggested Test questions.

8. Student Awareness/Attitude Inventory.

9. Career Directory in Agricultural Occupations.

10. Occupational Outlook Handbook, Bulletin 2075, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

11. National Ag. Occupations Competency Study, Curriculum Publisher's Clearing House, 47 Horrabin Hall, Western Illinois University, Macomb, Illinois 61455.

INFORMATION SHEET

List of References for Career Information in Agricultural Occupations

ACTION: Peace Corps/VISTA Two Gateway Center, Room 318, 4th and State, Kansas City, Kansas 66101	Peace Corps: International volunteer program to promote world peace and friendship by making available to interested countries Americans willing to serve overseas. VISTA: Domestic volunteer program serving in poverty areas of America.
Agri-Educator Magazine 5520 Touhy Ave., Suite G, Skokie, Illinois 60037	The magazine for professionals teaching vocational agriculture.
American Agricultural Editor's Association DuPont Public Affairs, 1403 Brandywine Bldg., Wilmington, Delaware 19898	This exhibit is concerned with career opportunities in agricultural journalism/communications and is jointly sponsored by the AAEA, NAFB, and ACE.
National Association of Farm Broadcasters WIBW-TV, Box 119, Topeka, Kansas 66601	
Agricultural Communicators in Education 1-98 Agriculture, University of Missouri Columbia, Missouri 65211	
American Angus Association 3201 Frederick Boulevard St. Joseph, Missouri 64501	The American Angus Association is the world's largest breed registry. This booth features educational literature on judging cattle, grooming cattle, getting a start in the registered cattle business, etc. Literature also points out the advantages of Angus cattle.
American Association of Nurserymen 230 Southern Building, Washington, D.C. 20007	A professional organization representing nurserymen.
American Cyanamid Company Berdan Avenue, Wayne, New Jersey 07470	Chemicals for agriculture.
American Farm Bureau Federation—Young Farmers and Ranchers Activities 225 Touhy Ave., Park Ridge, Illinois 60068	General farm organization of America's farmers and ranchers.
American Fisheries Society, Missouri Chapter 3526 South Rock Beacon Road Jefferson City, Missouri 65101	Professional career organization representing fisheries professionals.
American Hoechst Corporation Animal Healthy Division, Route 202/206 North Somerville, New Jersey 08876	FLAVOMYCIN (Bambermycins)
American Morgan Horse Foundation 27585 West 183 Street, Gardner, Kansas 66030	A breed association for the American Morgan Horse.
American Phytopathological Society 3340 Pilot Knob Road St. Paul, Minnesota 55121	Educational and demonstration materials of the diversity and purpose of the role of plant pathologists in improving agriculture throughout the world.
American Quarter Horse Association Amarillo, Texas 79168	A breed association for American Quarter Horses.
American Soybean Association 777 Craig Road, St. Louis, Missouri 63141	Commodity organization.
American Veterinary Medical Association 930 North Meacham Road Schaumburg, Illinois 60196	National professional association of veterinarians.
Associated Milk Producers, Inc. P.O. Box 32287, San Antonio, Texas 78284	Milk marketing cooperative.
Automated Mist 2213 Quarterstaff Road, Richmond, Virginia 23235	Irrigation.

Belleville Area College 2500 Carlyle Road, Belleville, Illinois 62221	Two-year Associate Degree programs of study in agriculture.
Bio-Zyme Enterprises, Inc. 1231 Alabama, St. Joseph, Missouri 64504	Manufacturers of nutritional supplement for all animals.
Black Hawk College East Campus, P.O. Box 489, Kewanee, Illinois 61443	Two-year Associate Degree programs of study in agriculture.
Briggs & Stratton Corporation P.O. Box 702, Milwaukee, Wisconsin 53201	Small gasoline engines for a myriad of farm uses.
Bureau of the Census Washington, D. C. 20233	Agriculture statistics and graphics produced from the Census of Agriculture, and other data from censuses and surveys.
Butler Mfg. Co., Agri-Products Division 7400 East 13th Street Kansas City, Missouri 64126	Agri-Products Div.: Grain Storage, grain drying, farm buildings. Jamesway Div.: Silo unloader, cattle feeding equipment, manure removal equipment. Oswalt Div.: Feed loaders, feed mixing trucks, manure hauling.
Carl Sandburg College P.O. Box 1407 – S. Lake Storey Road Galesburg, IL 61401	Two-year Associate Degree programs of study in agriculture.
Chevron Chemical Company 575 Market St., San Francisco, California 94105	Agricultural chemicals manufacturing and marketing.
College of Lake County 19351 W. Washington St., Grayslake, Illinois 60030	Two-year Associate Degree programs of study in agriculture.
Danville Area Community College 2000 E. Main St., Danville, Illinois 61832	Two-year Associate Degree programs of study in agriculture.
John Deere John Deere Rd., Moline, Illinois 61265	Equipment, career opportunities, and educational materials.
DEKALB AgResearch, Inc. Sycamore Road, DeKalb, Illinois 60115	Hybrid corn, sorghum, wheat and sunflower, proprietary alfalfa, hybrid swine and poultry, irrigation equipment and livestock and commodities marketing.
DuPage Horticultural School, Inc. P.O. Box 342, West Chicago, Illinois 60185	Vocational training in horticulture.
Dyer Distributing Co. – AgroPlus 3315 Auburn Drive, St. Joseph, Missouri 64506	AgroPlus – Soil modifier and conditioner.
Elgin Community College 1700 Spartan Dr., Elgin, Illinois 60120	Two-year Associate Degree programs of study in agriculture.
Employment and Training Adminstration U.S. Department of Labor, Room 1000 911 Walnut Street, Kansas City, Missouri 64106	Provides services to those seeking employment and to those providing it.
Entomological Society of America 4603 Calvert Rd., College Park, Maryland 20740	A professional society disseminating information about insects and their impact upon agriculture.
Estech General Chemicals Corporation 300 North LaSalle Street, Chicago, Illinois 60602	Chemicals for agriculture.
Farm and Industrial Equipment Institute 410 North Michigan Avenue Chicago, Illinois 60611	National trade association for field machinery and farmstead equipment; co-sponsor of National FFA Safety Contest.
Farmland Industries Inc. 3315 N. Oak Trafficway, Kansas City, Missouri 64116	A diversified agricultural cooperative.
Federal Crop Insurance Corporation, USDA Washington, D. C. 20250	Provides a sound system of all-risk crop insurance for improving the economic stability of the American farmer.

Food and Energy Council, Inc. 909 University Ave., Columbia, Missouri 65201	Educational material concerning food and energy.
Highland Community College Pearl City Road, Freeport, Illinois 61032	Two-year Associate Degree programs of study in agriculture.
Hesston Corporation Hesston, Kansas 67062	Farm equipment.
Illinois Central College East Peoria, Illinois 61635	Two-year Associate Degree programs of study in agriculture.
Illinois Commercial Arborists Association 835 Vera Lane, Wheling, Illinois 60090	Professional association of Illinois arborists.
Illinois Eastern Community Colleges, 529 (IV.) Wabash Valley College, 2200 College Dr. Mt. Carmel, Illinois 62863	Two-year Associate Degree programs in study in agriculture.
Illinois Landscape Contractors Association 318 S. Second St., St. Charles, Illinois 60174	Professional association of Illinois landscape contractors.
Illinois State Florists Association 505 South 23rd St., Matton, Illinois 61938	Professional association of Illinois
Illinois State Nurserymen's Association Suite 1702, Springfield Hilton Springfield, Illinois 62701	Professional association of Illinois nurserymen.
Illinois State University (ISU) Depart. of Agriculture, Normal, Illinois 61761	Education in professional agriculture--four year Bachelor Degree programs.
Illinois Turf Grass Foundation P.O. Box 501, Urbana, Illinois 61801	Turfgrass management and industry.
Illinois Valley Community College RR. 1, Oglesby, Illinois 61348	Two-year Associate Degree programs of study in agriculture.
International Brangus Breeder's Association 9500 Tioga Dr., San Antonio, Texas 78230	A beef breed association.
International Harvester 401 North Michigan Avenue Chicago, Illinois 60611	A futuristic concept of opportunities in agriculture.
International Society of Arboriculture P.O. Box 71 - 5, Lincoln Square Urbana, Illinois 61801	Professional association of international arborists.
John A. Logan College Carterville, Illinois 62918	Two-year Associate Degree programs of study in agriculture.
John Wood Community College 1919 N. 18th St., Quincy, Illinois 62301	Two-year Associate Degree programs of study in agriculture.
Joliet Junior College 1216 Houbolt Ave., Joliet, Illinois 60436	Two-year Associate Degree programs of study in agriculture.
Kankakee Community College Box 888, Kankakee, Illinois 60901	Two-year Associate Degree programs of study in agriculture.
Kaskaskia College Shattuc Road, Centralia, Illinois 62801	Two-year Associate Degree programs of study in agriculture.
Kawasaki Motors Corporation 2009 E. Edinger, Santa Anna, California 92705	Economical all-terrain vehicles and snowmobiles for the farm.
Kishwaukee College Box 29, Malta, Illinois 60150	Two-year Associate Degree programs of study in agriculture.

Lake Land College South Route 45, Mattoon, Illinois 61938	Two-year Associate Degree programs of study in agriculture.
The Lee Company 9001 West 67th Street Shawnee Mission, Kansas 66201	Hundred percent cotton fabrics utilizing safety features in work and leisure garments.
Lewis & Clark Community College 5605 Godfrey Road, Godfrey, Illinois 62035	Two-year Associate Degree programs of study in agriculture.
Lincoln College Lincoln, Illinois 62656	Two-year Associate Degree programs of study in agriculture.
Lincoln Land Community College Shepherd Road, Springfield, Illinois 62708	Two-year Associate Degree programs of study in agriculture.
Massey-Ferguson, Inc. 1901 Bell Ave., Des Moines, Iowa 50315	Farm machinery, industrial equipment, and Diesel engines.
Mc Henry County College Route 14, Lucas Road, Crystal Lake, Illinois 60014	Two-year Associate Degree programs of study in agriculture.
Midwest Breeders Cooperative Shawano, Wisconsin 54166	Artificial insemination of dairy and beef cattle.
Missouri Department of Conservation and The Wildlife Society—Missouri Chapter P.O. Box 372, Columbia, Missouri 65205	Conservation of Missouri's wildlife, fisheries and forestry resources.
Mobay Chemical Corporation Agricultural Chemicals Division P.O. Box 4913, Hawthorn Road Kansas City, Missouri 64120	Careers in agriculture; educational literature on the proper use of chemicals in agriculture.
Moraine Valley Community College 10900 South 88th Ave., Palos Hills, Illinois 60465	Two-year Associate Degree programs of study in agriculture.
National Alcohol Fuels Information Center 1617 Cole Boulevard Golden, Colorado 80401	A real alcohol fuel production plant in action! Free literature and information on the performance, economic, technical and other important aspects of alcohol fuel production.
National Association of Animal Breeders P.O. Box 1033, Columbia, Missouri 65205	Artificial insemination industry.
National Farmers Organization 720 Davis Avenue, Corning, Iowa 50841	Collective bargaining for agriculture.
National Grain and Feed Association 725 15th Street, N. W., Washington, D.C. 20005	National agricultural trade association for the grain and feed industry.
National Guard Bureau P.O. Box 1776, Edgewood, Maryland 21040	Vocational training; part-time employment.
National High School Rodeo Association Box 563, Wright, Wyoming 82732	Leadership training through participation in an American sport.
National Rifle Association 1600 Rhode Island Avenue, N.W. Washington, D. C. 20036	Wildlife management, hunting, firearm safety.
National Society of Livestock Record Associations 210 Utah Ave., West Plains, Missouri 65775	National purebred record association representing most breeds of livestock in America.
National Weather Service 601 East 12th St., Kansas City, Missouri 64106	Prepares forecast products for agriculture; careers with National Weather Service; pamphlets available for distribution.
Navy Recruiting Command 4015 Wilson Blvd., Arlington, Virginia 22203	United States Navy educational and employment opportunities.

North American Limousin Foundation 100 Livestock Exchange Building Denver, Colorado 80216	Beef cattle breed association.
Northrup King Company	World's largest marketer of seeds for agricultural and other uses.
Parkland College 2400 W. Bradley, Champaign, Illinois 61820	Two-year Associate Degree programs of study in agriculture.
Pfizer Agricultural Division 235 East 42nd St., New York, New York 10017	Pays tribute to the Swine Proficiency Award winners and offers information regarding various types of career opportunities.
Pioneer Hi-Bred International, Inc. 1206 Mulberry Street, Des Moines, Iowa 50308	Seeds for high yields.
Poultry Science Association 309 W. Clark St., Champaign, Illinois 61820	Exhibit includes eggs and incubators, chicks hatching, career publications.
Rend Lake College Ina, Illinois 62846	Two-year Associate Degree programs of study in agriculture.
R. J. Reynolds Industries, Inc. Reynolds Boulevard Winston-Salem, North Carolina 27102	R. J. Reynolds Industries, Inc., is the parent company of R. J. Reynolds Tobacco Co.; Del Monte Corp. (processed foods, beverages and fresh fruit); R. J. Reynolds Tobacco International, Inc.; Aminoil USA, Inc. (energy); Sea-Land Industries Investments, Inc. (containerized shipping), and RJR Archer, Inc. (packaging).
Richland Community College 1425 Federal Dr., Decatur, Illinois 62526	Two-year Associate Degree programs of study in agriculture.
Santa Gertrudis Breeders International P.O. Box 1257, Kingsville, Texas 78363	A beef cattle breed association.
Sauk Valley College R.R. No. 5, Dixon, Illinois 61021	Two-year Associate Degree programs of study in agriculture.
Seald-Sweet Growers, Inc. P.O. Box 2349, Tampa, Florida 33601	Florida's largest and oldest citrus cooperative. Shippers of fresh Florida citrus both domestically and world-wide.
Shawnee College Ullin, Illinois 62992	Two-year Associate Degree programs of study in agriculture.
Shell Chemical Company, Agricultural Chemicals P.O. Box 3871, Houston, Texas 77001	Agricultural chemicals—insecticides and herbicides.
A. O. Smith Harvestore Products, Inc. 550 West Algonquin Road Arlington Heights, Illinois 60006	Farm equipment for storage of feed.
Smith Equipment, Div. of Tescom Corporation 2600 Niagara Lane North Minneapolis, Minnesota 55441	Oxy-fuel gas welding, brazing and cutting torches and outfits on display plus a live cutting torch demonstration featuring artisitic cutting.
Society of American Florists 901 North Washington Street Alexandria, Washington, D.C. 20014	An association to promote the floriculture industry.
Society for Range Management 2760 West 5th Avenue Denver, Colorado 80204	A professional non-profit scientific and educational association open to anyone engaged in or interested in any aspect of the study, mangement, and use of rangeland resources.
Southeastern Community College Route 4, Harrisburg, Illinois 62946	Two-year Associate Degree programs of study in agriculture.
Southern Illinois University (SIU) Agr. Ed. & Mechanization SIU/C, Carbondale, Illinois 62901	Education in Professional Agriculture. Four-year Bachelor Degree programs.

Spoon River College R.R. No. 1, Canton, Illinois 61520	Two-year Associate Degree programs of study in agriculture.
State Community College of East St. Louis 417 Missouri Ave., East St. Louis, Illinois 62201	Two-year Associate Degree programs of study in agriculture.
Steiger Tractor, Inc. 310 First Ave., Fargo, North Dakota 58102	Four-wheel drive tractors.
Stone Manufacturing and Supply Co. 1212 Kansas Avenue Kansas City, Missouri 64127	Livestock show equipment (combs, brushes, leads, halters); livestock identification equipment (tattoo, notchers, brands, tags); livestock handling equipment (leads, catchers, chutes) rodeo roping (dogging) chutes.
Student Conservation Association, Inc. P.O. Box 550 Charlestown, New Hampshire 03603	Provides opportunities for young people to explore career possibilities and gain "hands on" experience by working as volunteers in national parks, national forests, and other land management, conservation and natural resource agencies. Young people from 16-18 who participate in a high school work group typically spend 3-4 weeks working and learning at a backcountry camp site, followed by a one-week recreational backpack. The Park and Forest Assistant Program offers college-age and older people the opportunity to spend 10-12 weeks working side-by-side with professional park or forest personnel.
SURGE–Babson Bros. Co. 2100 South York Rd., Oak Brook, Illinois 60521	Milking machines and related products.
Tri-State Breeders Cooperative Rt. 3, Box 50, Baraboo, Wisconsin 53913	Animal breeding. One of the largest direct-member farmer owned and controlled artificial insemination cooperatives in the world.
Triton College 2000 5th Ave., River Grove, Illinois 60171	Two-year Associate Degree programs of study in agriculture.
United States Air Force Randolph AFB, Texas 78148	Career opportunities and training available to individuals in the United States Air Force.
University of Illinois (U of I) Div. of Agricultural Education 357 Education Bldg., 1310 S. Sixth St., Champaign, Illinois 61820	Education in professional agriculture. Four-year Bachelor Degree programs.
US Army Recruiting Command Fort Sheridan, Illinois 60037	Career and educational opportunities in today's US Army.
US Coast Guard Opportunities 811 Grand Avenue, Room 135 Kansas City, Missouri 64106	Career opportunities/the military service with a humanitarian mission.
US Department of Agriculture–Farmers Home Administration 14th and Independence Avenue S.W. Washington, D. C. 20250	A government agency working in community development.
US Department of Agriculture–Federal Grain Inspection Service, Training Branch 1221 Baltimore St., Kansas City, Missouri 64105	Grain grading test display.
US Department of Agriculture – Soil Conservation Service O, I, Box 2890, Washington, D.C. 20013	Career opportunities with Soil Conservation Service. A federal agency interested in the conservation of our natural resources.
US Environmental Protection Agency Consumer Products Safety Commission Food and Drug Administration Occupational Safety and Health Administration Food Safety and Quality Service 324 East 11th Street, Kansas City, Missouri 64106	Career opportunities with five federal agencies.

US Department of Education – Bureau of Student Financial Assistance ROB-3, Room 4661, 400 Maryland Ave., S.W. Washington, D.C. 20202	Financial aid to students in any post-secondary institute, private or public, two- or four year.
US Department of the Interior – Fish and Wildlife Service 2701 Rockcreek Parkway, Suite 106 North Kansas City, Missouri 64116	A federal conservation agency interested in protecting fish and wildlife for future generations and today.
US Department of the Interior – Office of Surface Mining 818 Grand Avenue, Kansas City, Missouri 64106	Energy conservation is the theme of this exhibit featuring information about the Office of Surface Mining.
US Marine Corps 811 Grand Avenue, Room 106 Kansas City, Missouri 64106	Opportunities for leadership in the service of your country.
The Upjohn Company, Agricultural Division Department 9510 190, 700 Portage Road Kalamazoo, Michigan 49001	Upjohn Veterinary Products, TUCO Animal Health and Plant Healthy Products, Asgrow Seed Company, Cobb Breeders for poultry production.
Versatile Manufacturing Company 830 North Agnes, Kansas City, Missouri 64106	Large four-wheel drive tractors.
Western Illinois University (WIU) Dept. of Agriculture, Macomb, Illinois 61455	Education in professional agriculture. Four-year Bachelor Degree programs.
Wilbur Wright College 3400 N. Austin Ave., Chicago, Illinois 60634	Two-year Associate Degree programs of study in agriculture.
Wiley Enterprises Route 3, Box 161B, Lawrence, Kansas 66044	The finest in organic products.
William Rainey Harper College, 512(I.) Algonquin & Roselle Roads, Palatine, Illinois 60067	Two-year Associate Degree programs of study in agriculture.
Youth for Understanding 3501 Newark St., N.W., Washington, D.C. 20016	Youth exchange organization.

INFORMATION SHEET

CAPSULE DESCRIPTIONS OF AGRICULTURAL OCCUPATIONS

I. Production Agriculture

A. Self-employment Occupations in Animal Production (0.E Code 01.0101) and/or Plant Production (0.E. Code 01.0102)

Job opportunities in this area involve the on-farm work of producing or growing crops and/or livestock. Farmers and ranchers are the producers of animal and plant products. Although off-farm agricultural occupations have become more important in the past few years, one must not forget that the foundation of most of the agricultural industry is farming.

Your ability to enter animal and/or plant production occupations as a self-employed person will probably require your having enough money or credit to get started as an owner-operator or as a tenant of an animal and/or plant production operation. Many young farmers and ranchers enter occupations in this area by working at home, getting livestock, crops, and equipment as a part of their supervised occupational experience program in high school, and eventually forming partnerships with their parents.

A common characteristic of jobs in this area is that the worker must have a knowledge of planting, breeding, feeding, and other management practices.

Self-employment occupations in animal and/or plant production require the individual to do many different jobs and make many decisions. His/her jobs may include manager, supervisor, and laborer, as well as bookkeeper and financier.

B. Paid-employment occupations in Animal Production (O.E. Code 01.0101) and/or Plant Production (O.E. Code 01.0101)

Job opportunities in this area primarily involve on-farm work as a paid employee of a livestock and/or crop production operation. In recent years the United States has been involved in an agricultural revolution that is having a tremendous influence on the employment opportunities in agricultural production occupations. In the minds of many persons, farming and ranching require that a person own, operate, and manage a farm or ranch. This was true a few years ago, but today many agricultural production operations are large business enterprises which hire farm managers, foremen, herders, caretakers, veterinarians, farm hands, and various other paid employees.

Paid-employment occupations in animal and/or plant production can be at several different levels ranging from a seasonal farmhand to animal scientist. Therefore, the educational requirements for this occupations area depend on the specific job. Actual on-farm experience working with plants and animals is beneficial but not essential.

II. Agricultural Mechanics Occupations (O.E. Code 01.0300)

Agricultural mechanics includes a wide variety of jobs. Knowledge of and skills in mechanics are a vital part of many jobs which may not be associated with agricultural mechanics. New jobs are continually being created to meet the changing needs of society; therefore, some of the agricultural mechanics occupations are found in urban areas. A new area of job opportunity is the area of environmental protection and pollution control. Much of the training necessary to perform occupations in environmental control is found in studying biological and agricultural sciences in combination with mechanics skills. This means that students can combine their mechanics skills with skills in other areas to qualify for new occupations. Agricultural mechanics includes such areas as engineering, agricultural construction, agricultural waste management, and agricultural equipment manufacturing.

III. Ornamental Horticultural Occupations (O.E. Code 01.0500)

The ornamental horticulture industry deals with the selection, production, maintenance, and care of ornamental plants and materials. Occupations in this area of work have at least one thing in common - ornamental plants. Areas of knowledge which are important for people who choose a career in this field include plant propagation, soil and fertilizers, horticultural mechanics, plant growth, plant identification, landscape design and management, insect and disease control, and plant care.

Opportunities for employment in the field of ornamental horticulture are excellent. The industry is expanding as people spend more money on landscape design, flowers, and recreational activities which involve the use of parks, golf courses, and wooded areas. Increased leisure time and a national concern for environmental quality are two other factors which have caused a steady growth in the ornamental horticulture industry.

Students who wish to plan a career in the field of ornamental horticulture will find that jobs exist at various competency levels. This means that one can select semi-skilled or single-skill jobs, technical jobs, or professional-level jobs, depending on the amount of education one wishes to complete. Salaries and wages vary with the level of job competency. As in any field, those jobs which require limited amount of experience and training do not pay high wages. However, there are opportunities for advancement for those persons who are willing to work and willing to prepare themselves for higher level positions. To some degree, the industry attracts the "luxury dollars." This means that some of the best opportunities are in areas where wealthy people reside. In general, one can assume that job opportunities in ornamental horticulture are most prevalent in urban and suburban areas. Most of the nurseries, greenhouses, floral shops, golf courses, parks, and sod farms are located near large towns or cities.

IV. Agricultural Products, Supplies, Sales, and Services

A. Agricultural Supply and Service Occupations (O.E. Code 01.0200)

A person who enjoys meeting people and is willing to accept responsibility can find many career opportunities in today's agricultural business world. Farmers and ranchers spend billions of dollars annually for supplies and services needed to produce crops and livestock. Agricultural businesses are constantly looking for dynamic individuals to perform jobs associated with providing farmers with agricultural supplies and equipment. These occupations may deal with the manufacturing, handling, distributing, and selling of supplies such as feed, seed, fertilizer, and farm equipment. Persons with an interest in business and with some basic knowledge and skills in agriculture are well suited for jobs of this kind. A knowledge of the company's product and how it benefits the user helps an employee give better service to customers.

There are agricultural businesses in almost every community. Their function is to provide supplies and services to agricultural producers and others. Agricultural supply businesses may range from a farm and garden supply store to an agricultural petroleum center. The supplies which farmers and ranchers purchase, rather than furnish themselves, are expected to increase. This will increase the number of jobs and employment opportunities in sales work. The sale of supplies frequently generates a demand for specialized services, such as applying fertilizer or chemicals, servicing equipment, and inspecting products.

Agricultural supply and service occupations offer a great opportunity for people with energy, enthusiasm, and appropriate training to enter and succeed in business.

B. Agricultural Products and Service Occupations (O.E. Code 01.0400)

Working with plant and animal products is interesting and challenging to many people. Improved methods of processing, inspecting, and marketing agricultural products have created new and exciting careers in agribusiness and industry. Occupations associated with agricultural products allow a trained person to use his/her knowledge of agricultural products while applying scientific and business principles. Personnel with various levels of education are needed to transform raw agricultural products into finished products.

Many steps are involved in moving raw agricultural products from their production locations to the processor and then to the consumer. Persons are needed to perform jobs such as buying, assembling, storing, packing, warehousing, advertising, selling, regulating, and inspecting. These functions and services are essential in the process of supplying "ready-to-eat" and "ready-to wear" products to consumers throughout the world.

It is expected that the number of agribusinesses will increase in the future and that the demand for trained persons to process and distribute agricultural products will expand. Career opportunities are available for both city and farm youth. Some jobs that are growing at a fast rate will require more training and education. The jobs that can be performed by persons with less than a high school education are becoming fewer. Many of the semi-skilled and skilled jobs require vocational and technical training at a secondary school or community college. Some jobs require a college degree.

V. Forestry, Natural Resources, and Environmental Control

A. Forest Conservation Occupations (O.E. Code 01.0601)

This group includes those jobs which are mainly concerned with the protection, management, and care of forest lands. Persons employed in these jobs prune trees to improve the quality of the timber, spray trees with pesticides to protect them from insects and diseases, and protect trees and wildlife from fire. Many of these jobs are done seasonally. For example, forest fire fightes are in demand during the summer months when fires in the forested areas are likely to happen. The jobs concerned with controlling forest pests and diseases or planting tree seedlings (reforestation) are assigned to foresters who work in laboratories or routine jobs, especially those who have had past experience in forestry work. In general, the work is performed outdoors or in woodlands and in all kinds of weather.

B. Soil Conservation (O.E. Code 01.0603) and Water Conservation (O.E. Code 01.0605) Occupations

Persons whose jobs are included in this group are college graduates with majors in soil science, range management, or related fields of study. A job as a soil conservation aide requires less than a college education. Generally, jobs in this cluster require that the individual know how to manage soil, water, and other natural resources for livestock and crop production, wildlife grazing, recreation, and other uses of our natural resources. The ability to get along with others and a genuine love for the outdoors are two important requirements for people employed in these jobs. In the future, there will be more job openings for people trained to work in soil and water conservation because of increased interest in recreation, conservation, and the environment.

C. Park and Recreation Occupations (O.E. Code 01.0602)

With the increased interest in physical fitness, improvement of transportation facilities, higher wages, and shorter working hours, more and more people are spending their leisure time in parks or recreational areas for picnics, nature study, games, etc. To satisfy this public interest, more add more game preserves and recreational areas are being developed.

In most cases, people take their vacations or have leisure time during the summer months, which means parks and other recreational areas must be open then for use by the public. Except for the managerial positions, employment in maintaining these recreational areas is open to high school graduates. The work is mostly outdoors and involves the management and protection of forest and recreational areas. Employees also are engaged in giving instruction to the public for using the parks and facilities properly.

D. Education and Research Occupations (O.E. Code 01.9900)

These jobs involve research, instruction, or other activities related to natural resources, wildlife, and recreation. Most of these jobs are found in universities and in some specialized government offices like the Natural History Survey, Geological Survey, and Department of Conservation. A requirement for most of these jobs is a college degree. However, with the nature of research studies being done, those with an advanced college degree are preferred. Work may be done both indoors and outdoors. Some positions require extensive traveling to many places, including other countries.

STUDENT INFORMATION SHEET

SUGGESTED INTERVIEW QUESTIONS

The following is a list of questions which could be used when interviewing people about their occupation. This list is not complete and is intended to be used as a "helper" in thinking up other questions.

1. Why did you pick this job?
2. How did you get started in your occupations?
3. How did you choose your place of training?
4. What educational, training, and other qualifications are there for the job?
5. If you should wish to change jobs, would the training contribute in any way?
6. Do you think this job would have a good future for me?
7. How could I get started in this career?
8. What is the salary range of this occupation?
9. What could a beginning person expect to make?
10. What are the fringe benefits?
11. Do you get paid vacations?
12. Do you have medical insurance?
13. Is there any chance of being laid-off? If so, how many times a year?
14. What sort of planning does this business have for retirement?
15. What do you or don't you like about your job?
16. What are the advantages?
17. What are the disadvantages?
18. What are the hours and working conditions?
19. Do you ever have to work holidays? If so, which ones?
20. Do you ever work on weekends?
21. Is there a special uniform you must wear, or are you free to wear what you want? Does the company provide the uniform or does the employee?

22. What tools do you need?

23. Do you have to buy your own equipment?

24. What are the physical requirements?

25. What do you do in this occupation?

26. How much traveling is involved?

27. What kinds of people do you work with?

28. Is there any chance for advancement?

29. What are your responsibilities?

30. Do you belong to a union?

31. What's a typical day like for you in this job?

32. Is there any on-the-job training?

33. Has there ever been a time you couldn't stand your job? If so, why and when?

34. Do you have to move if the company does?

35. What work experience did you have before you started to work in this occupation?

36. Who depends on your work? Upon whom do you depend?

37. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?

38. How does your job affect your personal life?

39. What kinds of people do you meet?

40. Do you work mainly with people or things?

41. Do you work a lot with ideas?

42. Does your job offer opportunities to be creative?

43. Are people with your kinds of skills usually needed - even when business may be bad?

44. Is your work at all seasonal?

45. Could you briefly describe the personal qualities a person would need to do your job - strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with other people, etc.?

46. Would you recommend this kind of work for your children?

47. How do you spend your time after work?

48. If you could have any job in the world, what would you like to be?

49. Do you still go to school for special training?

50. When are people promoted? When are people fired?

STUDENT WORKSHEET

STUDENT AWARENESS/ATTITUDE INVENTORY*

Name: ______________________________

Directions: Listed below are a number of statements about work and choosing an occupation. Read each statement and decide whether you agree or disagree with it. Your answer should be as close as possible to what your true opinion is right now. There are no right or wrong answers. If you STRONGLY AGREE with the statement, circle SA; if you AGREE with the statement, circle A; if you are UNDECIDED, circle U; if you DISAGREE with the statement, circle D; and if you STRONGLY DISAGREE circle SD.

1. You have to know what you do well, and what you do not do well before you can choose an occupation. SA A U D SD
2. Ask others about their occupations, but make your own choice. SA A U D SD
3. It's unwise to choose an occupation until you have given it a lot of thought. SA A U D SD
4. Once you make an occupational choice, you can't make another one. SA A U D SD
5. In making an occupational choice, you need to know what kind of person you are. SA A U D SD
6. A person can do anything he or she wants as long as he or she tries hard. SA A U D SD
7. Your occupation is important because it determine how much you can earn. SA A U D SD
8. In choosing an occupation, it is more important to know what you do well than to know what you like to do. SA A U D SD
9. Plans which are indefinite now will become much clearer in the future. SA A U D SD
10. Your parents probably know better than anybody which occupation you should enter. SA A U D SD
11. Work is worthwhile mainly because it lets you buy the things you want. SA A U D SD
12. Work is drudgery. SA A U D SD

13. A person should not even try to decide upon an occupation because the future is so uncertain. SA A U D SD

14. It's probably just as easy to be successful in one occupation as it is in another. SA A U D SD

15. By the time you are 15 years old, you should have your mind pretty well made up about the occupation you intend to enter. SA A U D SD

16. There are so many things to consider in choosing an occupation, it is hard to make a decision. SA A U D SD

17. Sometimes you can't get into the occupation you want to enter. SA A U D SD

18. You can't go very far wrong by following your parent's advice about which occupation to enter. SA A U D SD

19. Working in an occupation is a lot like going to school. SA A U D SD

20. The best thing to do is to try out several occupations and then choose the one you like best. SA A U D SD

21. There is only one occupation for each individual. SA A U D SD

22. The most important consideration is choosing an occupation is whether or not you like it. SA A U D SD

23. Your interest in an occupation is not as important as whether you can do the work. SA A U D SD

24. You get into an occupation mostly by chance. SA A U D SD

25. It's who you know, not what you know, that's important in an occupation. SA A U D SD

26. You should choose an occupation which gives you a chance to help others. SA A U D SD

27. You should choose an occupation, then plan how to enter it. SA A U D SD

28. You should choose an occupation in which you can someday become famous. SA A U D SD

29. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions. SA A U D SD

30. Choose an occupation which allows you to do what you believe in. SA A U D SD

31. The most important part of work is the pleasure which comes from doing it. SA A U D SD

32. It doesn't matter which occupation you choose as long as it pays well. SA A U D SD

33. As far as choosing an occupation is concerned, something will come along sooner or later. SA A U D SD

34. I don't worry about choosing an occupation because I don't have anything to say about it anyway. SA A U D SD

35. The best occupation is one which is interesting. SA A U D SD

36. I really can't find any occupation that has much appeal to me. SA A U D SD

37. I have little or no idea of what working will be like. SA A U D SD

38. When I am trying to study, I often find myself daydreaming about what it will be like when I start working. SA A U D SD

39. If I go into the military, I think I'll wait to choose an occupation until I'm out. SA A U D SD

40. When it comes to choosing an occupation, I'll make up my own mind. SA A U D SD

41. I want to really accomplish something in my work--to make a great discovery or earn lots of money or help a great number of people. SA A U D SD

42. As long as I can remember, I've known what job I wanted to do. SA A U D SD

43. I can't understand how some people can be so set about what job they want to do. SA A U D SD

44. My occupation will have to be one which has short hours and nice working conditions. SA A U D SD

45. The occupation I choose has to give me plenty of freedom to do what I want. SA A U D SD

46. I want an occupation which pays a lot of money. SA A U D SD

47. I often wonder how successful I'll be in my occupation SA A U D SD

48. I know which occupation I want to enter, but I have difficulty in preparing myself for it. SA A U D SD

49. I know very little about the requirements of occupations. SA A U D SD

50. I want to continue my schooling, but I don't know what courses to take or which occupations to choose. SA A U D SD

51. I spent a lot of time wishing I could do work that I know I cannot ever possibly do. SA A U D SD

52. I'm not going to worry about choosing an occuaption until I'm out of school. SA A U D SD

53. If I can just help others in my work, I'll be happy. SA A U D SD

54. I guess everybody has to go to work sooner or later, but I don't look forward to it. SA A U D SD

55. I often daydream about what I want to be, but I really don't have an occupational choice. SA A U D SD

56. The greatest appeal of an occupation to me is the opportunity it provides for getting ahead. SA A U D SD

57. Everyone seems to tell me something different--until now I don't know which occupation to choose. SA A U D SD

58. I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it. SA A U D SD

59. I plan to follow the occupation my parents suggest. SA A U D SD

60. I seldom think about the occupation I want to enter. SA A U D SD

61. A college degree is necessary for the kind of work I want to do. SA A U D SD

62. My father wants me to go to college. SA A U D SD

63. My mother wants me to go to college. SA A U D SD

64. I would be able to earn more money as a college graduate. SA A U D SD

65. I want to learn more about the careers I might enter. SA A U D SD

66. Marriage will help advance my career. SA A U D SD

67. I enjoy learning. SA A U D SD

68. My teachers think that I should go to college. SA A U D SD

69. I feel athletics should be an important part of my education. SA A U D SD

70. I'm influenced by many of my friends who are going to college. SA A U D SD

71. Social activities are very important to my career goals. SA A U D SD

72. I want to make good personal contacts for business or an occupation. SA A U D SD

73. A college education would not help me do the the things I am most interested in. SA A U D SD

74. I want to get a job and start earning a living as soon as possible. SA A U D SD

75. I need to start earning a living in order to support myself immediately. SA A U D SD

76. Continuing my formal education after high school would cost more than my parents could afford. SA A U D SD

77. Continuing my formal education after high school would cost more than my parents are willing to pay. SA A U D SD

78. My high school grades are too low to continue my education after high school. SA A U D SD

79. I don't like to study. SA A U D SD

80. I don't think I have the ability to continue my education after high school. SA A U D SD

81. It would cost more than it is worth to me to continue my education after high school. SA A U D SD

82. Earning a good income is important to me. SA A U D SD

83. Having job security and permanence is important to me. SA A U D SD

84. The work that I do should be important. SA A U D SD

85. I want the freedom to make my own decisions in my job. SA A U D DS

86. In my job I should have the opportunity for promotion and advancement. SA A U D SD

87. Meeting and working with sociable, friendly people is important to me. SA A U D SD

88. If I could get better pay at another place, I would change jobs. SA A U D SD

89. If the work was not interesting enough, I would change jobs. SA A U D SD

90. If I could do more important work elsewhere, I would change jobs. SA A U D SD

91. If I had a poor supervisor, I would change jobs. SA A U D SD

92. If I didn't like my co-workers, I would change jobs. SA A U D SD

93. If I did not receive expected promotions or salary increases, I would change jobs. SA A U D SD

Directions: Read each question and circle the letter that answers the question for you.

94. Do you think you will quit high school before you graduate?

A. I will definitely leave.
B. I am likely to leave.
C. I don't know.
D. I am likely to stay.
E. I will definitely stay.

95. After you graduate from high school, what do you plan to do?

A. I will get a job.
B. I will go to vocational, technical, or business school.
C. I will go to junior college.
D. I will go to college.
E. I don't know.

96. If you go to college when do you plan to start?

A. right after high school
B. after completing military service
C. after I have worked for a few years
D. my plans are not definite
E. I definitely do not plan to attend college

97. How much education do your parents or guardians want you to have?

A. They don't care whether I stay in school.
B. high school only
C. vocational school, business school, or junior college
D. college degree
E. I don't know.

98. How much education are most of your friends planning to obtain?

A. They are planning to quit high school.
B. They are planning to complete only high school.
C. They are planning to obtain vocational school, business school, or junior college training.
D. They are planning to obtain four-year college training.
E. I don't know.

99. How many different occupations have you seriously considered entering?

A. none
B. one
C. two
D. three
E. four or more

100. How definite is your present choice of an occupation?

A. I have made a definite choice.
B. I have made a likely choice.
C. I am undecided about my future occupation.

101. What grade were you in when you decided upon your present choice of an occupation?

A. I have not decided upon an occupation.
B. sixth grade or earlier
C. seventh or eighth grade
D. ninth grade
E. tenth grade

102. What three jobs would you like to have some day? Write your first, second, and third choice below.

____

____

____

*National Evaluation Systems, Inc., Amherst, Massachusetts

STUDENT WORKSHEET

OCCUPATIONAL TITLES

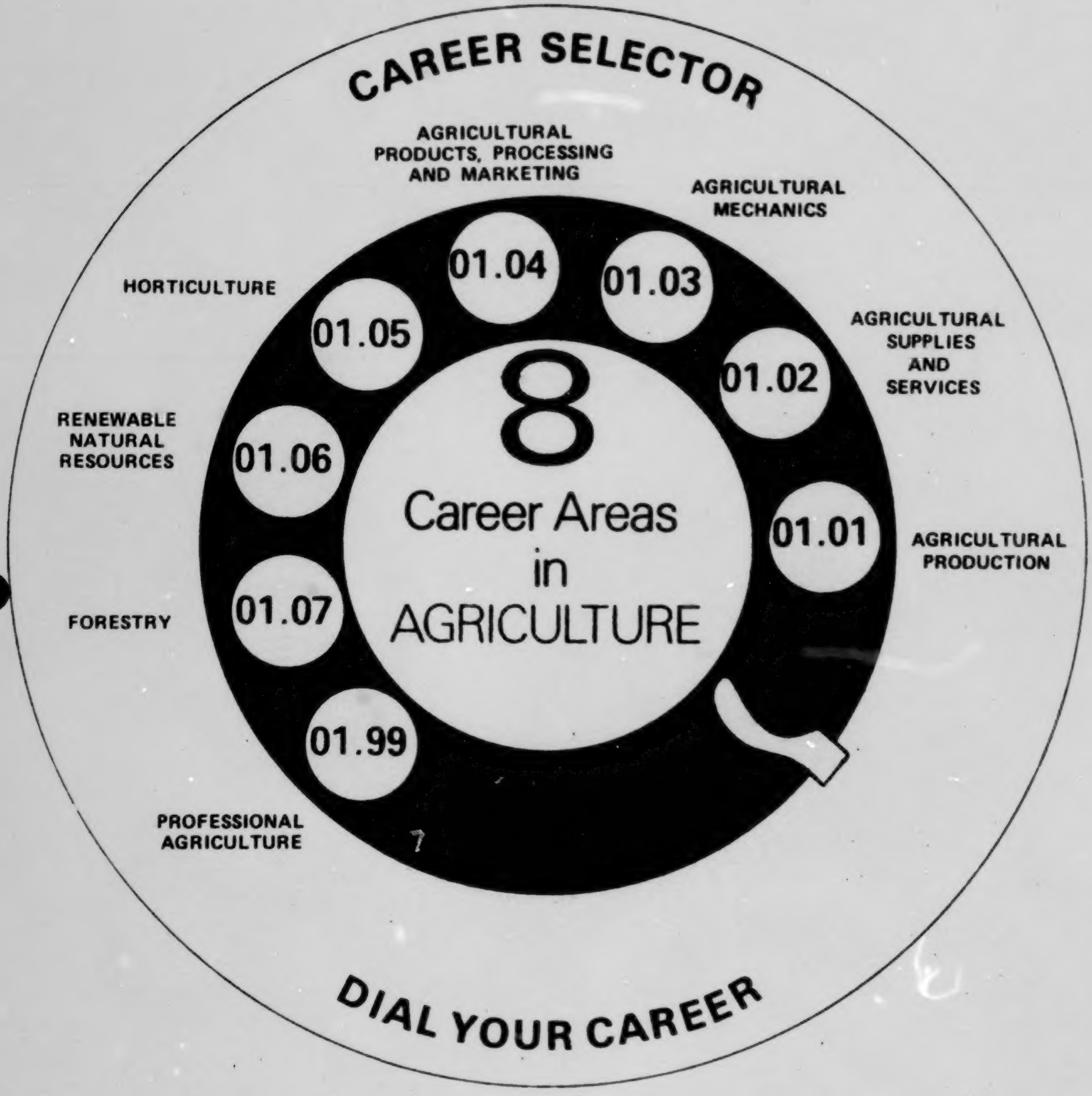
Objective: To familiarize the student with Agri-occupational Titles and begin the process of developing career interests by seeking more information about occupations of primary interest to each student.

Directions:

1. Handout the "Career Directory."
2. Have students mark (√) any title of interest.
3. Have students rank the marked occupations by listing them in order of "most interested" to "least interested."
4. Using buzz-groups or by brain-storming, develop a list of career questions which the student would need to know about the first three careers on their list.
5. Develop a master list of career questions. (This can be used in Assignment #4.)

INFORMATION SHEET

AGRICULTURAL OCCUPATIONS
Career Directory


CAREER SELECTOR
AGRICULTURAL PRODUCTS, PROCESSING AND MARKETING
AGRICULTURAL MECHANICS
HORTICULTURE
AGRICULTURAL SUPPLIES AND SERVICES
RENEWABLE NATURAL RESOURCES
AGRICULTURAL PRODUCTION
FORESTRY
PROFESSIONAL AGRICULTURE
01.04
01.03
01.05
01.02
01.06
01.01
01.07
01.99
8
Career Areas in AGRICULTURE
DIAL YOUR CAREER

AGRICULTURAL OCCUPATIONS

Opportunities for students with Careers in Agriculture are unlimited. Agriculture today includes production, processing, manufacturing, distribution, utilization and consumption. In fact there are more career opportunities off-the-farm than on. In Illinois, more than 475 thousand (475,000) of the work force were engaged in agricultural occupations in 1978, and one-fifth (1/5) of those employed in agricultural occupations worked on farms in production Agriculture in 1978.

The original concept of Agriculture, production on land, is now only one segment of the entire industry. The careers in Agriculture go far beyond the concern with production of food and fiber. The following expanded list of agricultural careers exemplifies many of the agricultural jobs available to students who follow the appropriate sequential program in Agricultural Occupations.

01.0100 AGRICULTURAL PRODUCTION

01.0101 Animal Science
- Livestock producer, breeder
  - beef, dairy, sheep, swine, poultry, horse
- Herdsman
- Poultryman
- Stock-ranch foreman
- Specialty animal raiser
- Farm hand
- Livestock trainer
- Veterinarian aide
- Farrier
- Artificial inseminator
- Milking machine operator
- Beekeeper
- Kennel manager
- Production manager

01.0102 Plant Science
- Cereal grain producer
- Fiber crop farmer
- Forage crop farmer
- Specialty crop grower
- Vegetable crop grower
- Fruit producer
- Ornamental crop grower
- Seed grower
- Production supervisor
- Farm hand
- Fruit harvester operator
- Seed harvester operator
- Plant disease specialist
- Plant insect specialist
- Oil crop producer

01.0103 Farm Mechanics
- Machine and equipment operator
- Machinery and equipment repairman
- Lubrication specialist
- Soil and water manager
- Construction maintenance man
- Agriculture structure user
- Electrification technician

01.0104 Farm Business Management
- Farm manager
- Tenant farmer
- Farm record analyst
- Farm organization specialist
- Farm loan specialist
- Rural real estate salesman or broker
- Farm loan manager

01.0199 Agricultural Production, Other

01.0200 AGRICULTURAL SUPPLIES & SERVICES

01.0201 Agricultural Chemicals
- Plant manager
- Warehouse supervisor
- Pest exterminator
- Chemical applicator operator
- Product salesman
- Weed inspector
- Fumigator
- Laboratory technician

01.0202 Feeds
- Feed inspector
- Salesman
- Grain and feed processor
- Quality control technician
- Mill operator
- Elevator manager
- Feed deliveryman

01.0203 Seeds
- Seed analyst
- Agronomist
- Seed inspector
- Salesman
- Seed hauler
- Quality control technician
- Plant superintendent

01.0204 Fertilizers
- Plant manager
- Buyer
- Machine operator
- Plant food salesman
- Regional manager
- Transportation specialist (Deliveryman)
- Quality controller

01.0299 Agricultural Supplies and Services, Other
- Laboratory technician
- County extension specialist
- Biological aide
- Quality control specialist
- Transportation specialist
- Distributor
- Jobber
- Buyer
- Farrier
- Veterinary hospital assistant
- Tree pruner
- Animal technician
- Artificial inseminator
- Blood tester

01.0300 AGRICULTURAL MECHANICS

01.0301 Agricultural Power and Machinery
- Serviceman
- Salesman
- Farm equipment operator
- Equipment mechanic
- Machinery setup man
- Parts man
- Equipment deliveryman
- Hydraulics technician
- Local dealer

01.0302 Agricultural Structures and Conveniences
- Agricultural structure designer
- Farmstead mechanization serviceman
- Service supervisor
- Setup manager
- Structure salesman
- Office manager
- Local dealer
- Crew member

01.0303 Soil Management
- Conservationist
- Agronomist
- Soil technician
- Manager
- Appraiser

01.0304 Water Management
- Water control manager
- Ecology technician
- Conservation technician
- Irrigator

01.0305 Agricultural Mechanics Skills
- Machinery repairman
- General shop foreman
- Maintenance engineer

01.0306 Agricultural Construction and Maintenance
- Agriculture structure erector
- Maintenance supervisor
- Maintenance man
- Construction supervisor
- Farmstead planner
- Equipment setup man
- Deliveryman
- Appraiser

01.0307 Agricultural Electrification
- Electrician
- Electrician assistant
- Service company representative
- Safety technician

01.0399 Agricultural Mechanics, Other
- Agricultural technologist

01.0400 AGRICULTURAL PRODUCTS, PROCESSING AND MARKETING

01.0401 Food Products
Livestock buyer
Produce buyer
Grain buyer
Meat inspector
Veterinary livestock inspector
Meat grader
Produce inspector
Honey processor
Butcher
Fruit buyer and grader
Egg candler
Milk sampler
Milk tester
Cheese maker
Ice cream freezer operator
Laboratory technician
Product salesman
State inspector

01.0402 Non-Food Products
Tobacco buyer
Wool salesman
Marketing specialist
Quality control manager
State inspector

01.0499 Agricultural Products, Other
Appraisers

01.0500 HORTICULTURE

01.0501 Arboriculture
Arborist
Tree trimming foreman
Tree surgeon helper
Wood plant specialist
Arboretum superintendent
Line clearance supervisor

01.0502 Floriculture
Floral designer
Flower grower
Flower shop manager
Indoor plant manager
Retail florist
Wholesale florist
Deliveryman
Rose consultant

01.0503 Greenhouse Operation and Management
Wholesale nurseryman
Retail nurseryman
Plant propagator
Indoor plant installer
Shipping foreman
Greenhouse manager
Greenhouse assistant
Storage manager

01.0504 Landscaping
Landscape gardener
Grounds keeper
Landscape designer
Landscape consultant
Landscape contractor
Pest control specialist
Landscape foreman
Parkway supervisor
Equipment operator
Laborer
Landscape salesman

01.0505 Nursery Operation and Management
Nurseryman
Groundsman
Retail nurseryman
Horticulturist
Maintenance man
Rare plant specialist
Fungus and pest specialist
Bagger and burlap man
Nursery materials salesman
Garden center manager
Nursery foreman
Nursery propagator
Grower
Laborer

01.0506 Turf Management
Greenskeeper
Greens superintendent
Turf supply salesman
Turf consultant
Turf research technician
Commercial sod grower
Sod cutter
Greens designer
Irrigation controller

01.0599 Ornamental Horticulture, Other
Salesman
Buyer

01.0600 RENEWABLE NATURAL RESOURCES

01.0601 Forests
Forest aide
Timber surveyor
Fire lookout
Forest consultant
Forest fire fighter
Logging inspector

01.0602 Recreation
Park ranger
Fish and game warden
Park caretaker
Campgrounds manager
Park worker
Hunting and fishing guide
Zoo manager
Campgrounds developer
Guide
Park naturalist

01.0603 Soil
Soil conservationist
Range manager
Soil test technician
Water control specialist
Industrial waste inspector
Sanitary landfill manager

01.0604 Wildlife
Trapper
Guide
Game keeper
Predatory animal hunter
Game farm manager
Fisherman
Fowl and fish hatchery operator
Fish farmer

01.0605 Water
Industrial waste inspector
Water control specialist
Water filtration plant superintendent
Well water inspector
Wastewater treatment plant technician

01.0606 Air
Industrial waste inspector
Sanitary landfill manager
Pollution control manager
Pollution control aide

01.0607 Fish
Fish culturist
Fish farmer
Hatcheryman
Guide
Fisheries technician

01.0608 Range
Range manager
Range supervisor
Guide
Range scientist

01.0699 Agricultural Resources, Other
Planning aide
Urban planner

01.0700 FORESTRY

01.0701 Forests
Biologist
District manager
Timber surveyor
Forest consultant
Forestry aide
Logging inspector

01.0702 Forest Protection
Fire watcher
Fire patrolman
Fire fighter
Fire lookout
Fire warden

01.0703 Logging
Fieldman
Log buyer
Logging contractor
Chief cruiser
Crew manager
Timber buyer
Log scaler

01.0704 Wood Utilization
Pulpwood buyer
Pulpwood contractor
Pulpwood grower
Forest chemist
Fieldman
Yard man

01.0705 Recreation
Park caretaker
Hunting and fishing guide
Campgrounds developer
Guide
Park ranger
Park worker
Fish and game warden
Campgrounds manager
Zoo manager

01.0706 Special Products
Christmas tree grower
Forestry district manager
Woods boss
Debarker operator

01.0799 Forestry, Other

01.9900 PROFESSIONAL AGRICULTURE

Cooperative extension agent
General laboratory assistant
Biologist
Entomologist
Farm commodity market reporter
Product researcher
Radio-TV farm director
USDA specialist
State staff member
Vocational Agriculture Instructor

AGRICULTURAL OCCUPATIONS 01.0000

CAREER OPTIONS

AGRICULTURAL PRODUCTION 01.0100

01.0101	Animal Science
01.0102	Plant Science
01.0103	Farm Mechanics
01.0104	Farm Business Management
01.0199	Agricultural Production, Other

AGRICULTURAL SUPPLIES & SERVICES 01.0200

01.0201	Agricultural Chemicals
01.0202	Feeds
01.0203	Seeds
01.0204	Fertilizers (Plant Food)
01.0299	Agricultural Supplies and Services, Other

AGRICULTURAL MECHANICS 01.0300

01.0301	Agricultural Power and Machinery
01.0302	Agricultural Structures and Conveniences
01.0303	Soil Management
01.0304	Water Management
01.0305	Agricultural Mechanics Skills
01.0306	Agricultural Construction and Maintenance
01.0307	Agricultural Electrification
01.0399	Agricultural Mechanics, Other

AGRICULTURAL PRODUCTS, PROCESSING AND MARKETING 01.0400

01.0401	Food Products
01.0402	Non-Food Products
01.0499	Agricultural Products, Other

HORTICULTURE 01.0500

01.0501	Arboriculture
01.0502	Floriculture
01.0503	Greenhouse Operation and Management
01.0504	Landscaping
01.0505	Nursery Operation and Management
01.0506	Turf Management
01.0599	Ornamental Horticulture, Other

RENEWABLE NATURAL RESOURCES 01.0600

01.0601	Forests
01.0602	Recreation
01.0603	Soil
01.0604	Wildlife
01.0605	Water
01.0606	Air
01.0607	Fish
01.0608	Range
01.0699	Agricultural Resources, Other

FORESTRY 01.0700

01.0701	Forests
01.0702	Forest Protection
01.0703	Logging
01.0704	Wood Utilization
01.0705	Recreation
01.0706	Special Products
01.0799	Forestry, Other

PROFESSIONAL AGRICULTURE 01.9900

- **Teaching**
- **Communications**
- **Research**
- **Community Service**
- **Information Specialist**

STUDENT WORKSHEET

INTRODUCTION TO AGRI-OCCUPATIONS
(one sheet per filmstrip)

I. Title of career area: ______________________________

II. What are the products or services rendered? What do the employees do in this career area?

____

____

____

____

III. What type of skills and educational requirements are needed for employees in this career area?

____

____

____

____

IV. What types of interests would one need in this area? (Outdoor, mechanical, people oriented, mathmatics, chemistry, communication skills, etc.)

____

____

____

____

V. List three occupational titles in this area.

____

____

____

VI. _____ I would be interested in a career in this area because

____

____

____

____

____

_____ I would not be interested in a career in this area because ________________________________

____

____

____

____

NAME ____________________

STUDENT WORKSHEET

INTRODUCTION TO JOBS IN ORNAMENTAL HORTICULTURE

1. Ornamental horticulture is ______________________________

____

____

2. Make a list of all the jobs you can think of in the field of ornamental horticulture.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

3. List all the jobs mentioned in the filmstrip which you have not already listed above.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

4. Quickly read through the brochure entitled Exploring Occupational Opportunities in the Retail Flower Shop Business. Then list any additional jobs in ornamental horticulture which you haven't already mentioned.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

5. Make a list of local businesses which deal in ornamental horticulture products or services.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

STUDENT WORKSHEET

AGRI-CAREER INVESTIGATION

Objective: After the students select their top three occupational titles, they are to do further research on each.

Procedure:

1. Following the format developed in Exercise 2 or using the worksheet for studying an occupation, each student is to submit a report on his/her top three agri-career titles.

2. A session in the Learning Resource Center (library) with assistance from their personnel may be necessary in obtaining career information. Materials to become familiar with include: Occupational Outlook Handbook, Encyclopedia of Career and Vocational Guidance, National Ag. Occupation Competency Study, Dictionary of Occupational Titles, Computerized Vocational Information Service (if available at school), and any other career oriented texts.

STUDENT WORKSHEET

FOR STUDYING AN OCCUPATION

Name of Occupation

____

Duties of the Worker

Job	Often	Frequent	Rarely

Personal Requirements

Age Range: ________ Sex ________

Interests and abilities needed:

____

____

____

____

Personality and physical requirements

____

____

____

Educational Requirements

Recommended high school program:

____

____

____

Post-high school education required or recommended (trade school, college, apprenticeship, on-job-training):

Advantages and Disadvantages

(Earnings, hours, conditions, security of employment, opportunity for advancement)

Advantages: ________________

____

____

____

Disadvantages: ________________

____

____

____

Present Demand & Future Outlook

Number of workers: Nat'l. ________

State ____________ Local ________

Present need for workers: Great__

Moderate__________Slight__________

Probable future trend: Little change________Increasing need____

Decreasing need________________

Are jobs confined to certan areas?

Yes___________No_______________

Entering the Occupational Area

Any special entrance requirements (minimum education, entrance exams, experience, capital, licensing, union)

____

____

____

Sources of additional information

____

M-I-A-3-46

STUDENT WORKSHEET

OBSERVATION/INTERVIEW

NOTE TO STUDENT: These experiences are to be completed outside of class. You will need to select several people to observe and interview about different jobs. Don't use the same people or jobs that were used for the questionnaires. Check with the teacher before doing the observation/interviews. Make an appointment with the person to be observed and interviewed. Don't just walk into a place and try to complete the assignment. In setting up the appointment, explain that you are doing this as a careers class assignment. Tell the worker that you will need to observe him/her working for 1/2 hour, then interview him/her briefly to complete the form. Ask what would be this person's best time. Do it at his/her convenience. While observing the worker you are recording what you observe in Part I - Observing. . . . Then on to the interview portion of the assignment.

YOUR NAME ____________________ COMPANY ____________________

DATE ________________________ NAME OF EMPLOYEE ____________________

OCCUPATION ______________

PART I: FORMATION GATHERED DURING OBSERVATION

1. Job responsibilities:

2. Working conditions:

3. Personality traits needed for this occupation:

4. How worker is treated by customers (if applicable):

5. How worker is treated by co-workers:

6. How worker is treated by supervisor:

7. Advantages and/or disadvantages of occupation you have observed:

8. Describe your likes/dislikes of occupation observed?

PART II: INFORMATION GATHERED DURING INTERVIEW

NOTE TO STUDENT: After observing the worker for 1/2 hour, take a few minutes to talk with him/her about the questions on Part II - Interviewing. Record the worker's reponses accurately. When you have finished with the interview, get the worker's signature and date. Thank him/her, and you are finished. (You'll also need to sign this form.) Be sure to schedule the Observation/Interview so that it's at a good time in the worker's day.

1. Job responsibilities you have:

2. Working conditions of your job:

3. Personality traits you find helpful in your job:

4. How you are treated by your customers:

5. How you are treated by your co-workers:

6. How you are treated by your supervisor:

7. Advantages and/or disadvantages yoiu can see in your job:

8. What do you like/dislike about you job?

Employees' Signature ____________________

DATE: ____________________

Company: ____________________

Student Signature: ____________________

STUDENT WORKSHEET

FIELD TRIP OBSERVATION

Student Name ______________________________

I. Job title ______________________________

II. Description of major job duties (please list).

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

III. Job characteristics. Check those which apply to a worker in this occupation.

___ A. Able to see physical results of work.
___ B. Competitive--must compete for advancement.
___ C. Directs activities of others--supervisory.
___ D. Helps people.
___ E. High level of responsibility.
___ F. Motivates others--must have ability to influence others.
___ G. Repetitous work.
___ H. Requires physical stamina.
___ I. Self-expression is encouraged.
___ J. Closely supervised by superiors.
___ K. Works with technical data.
___ L. Works with people.
___ M. Works alone.
___ N. Manual skills required.

IV. Educational requirements.

A. Check level required for this occupation.

___ 1. High school education desirable.
___ 2. High school education required.
___ 3. Junior college or trade school.
___ 4. Four year college--baccalaureate.
___ 5. Advanced degree--master's.
___ 6. Advanced degree--doctorate.

B. Where can this education be obtained? Name one or two schools or industries where training is available (addresses, if available).

____

____

C. List the course or subject areas one would need to study for this job.

____

____

____

____

D. How many years of experience and what type of training is needed before entering this occupation?

____

____

____

V. Employment opportunities.

A. List employers in your area who employ people for this job.

____

____

B. What starting wage or salary could one expect? ____

C. How are wages determined?

Union ___ Individual contract ___ Salary schedule ___

D. What position could a person advance to after experience is obtained?

____

E. How much pay would you expect to receive in this advanced position? ______________________________

F. What are some of the fringe benefits of this occupation?

____

VI. Job Requirements.

A. Is a license or union membership required? ________

B. What must a person do to qualify for this license or membership?

____

C. Where can this license or membership be obtained?

____

D. Is bonding necessary? ____________________

E. Are tools required? ________________________

F. Do employees buy uniforms? ________________

VII. Working conditions. Check those which apply to this occupation.

___ A. Overtime required.
___ B. Outdoor work.
___ C. Indoor work.
___ D. Hazardous conditions (specify). ____________
___ E. Variety of jobs.
___ F. Seasonal work.
___ G. Travel required.
___ H. Unusual working hours.
___ I. Dusty or noisy conditions.

VII. Where can additional information about this occupation be obtained?

____

____

____

STUDENT WORKSHEET

RESOURCE PERSON INFORMATION

Resource Person: ____________________________ Date: ____

Occupational Area: ___________________ Your Name: _________

NOTE TO STUDENT: You are required to complete one of these forms for every resource person visiting our class. In order to receive credit, be as thorough as possible.

1. List typical jobs within the occupational area:

2. Job responsibilities:

3. Working conditions:

4. Personality traits needed for occupational area:

5. Education and/or training required:

6. Advantages and disadvantages of occupational field:

7. Advancement opportunities in this occupational field:

8. Salary range (approximate starting to estimated maximum):

9. Your personal reaction to this occupational area as described by the speaker:

10. Describe your reaction to this speaker and make recommendations for improvement:

STUDENT WORKSHEET

OCCUPATIONAL DIRECTORY ASSIGNMENT

Purpose: This assignment involves the student in locating agriculturally related businesses within the community. By use of the phone book (yellow pages) and instructor the student is to secure the name of businesses, address, phone number, services rendered, and if possible the name of a contact person per occupational area of agriculture.

Procedure: Each student is to locate the names of five (5) businesses or more per occupational area of agriculture. The Ornamental Horticulture area should be further divided into the following specialities:

a. Turf

b. Greenhouse/Florist

c. Landscape/Nursery

d. Tree Care

The student should locate five businesses in each speciality.

STUDENT WORKSHEET

STUDYING AN OCCUPATION

1. Occupational area: ______________________________

2. Name of busness: ______________________________

3. Address of business: ______________________________

____

4. Phone number of business: ______________________________

5. Contact person: ______________________________

6. Services rendered: ______________________________

____

____

____

____

____

____

7. Products handled: ______________________________

____

____

____

____

____

____

8. Jobs in business: ______________________________

____

____

____

STUDENT WORKSHEET

OCCUPATIONS IN AGRICULTURE

I. Using a local telephone directory, make a list of local businesses concerned with agriculture.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

K. ____________________

L. ____________________

M. ____________________

N. ____________________

II. Using the local newspaper want ads, make a list of occupational opportunities in the field of agriculture.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

K. ____________________

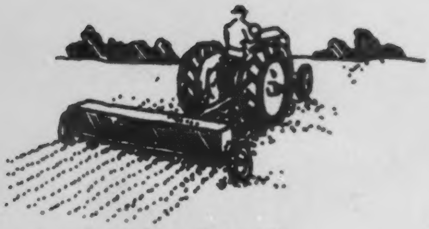
L. ____________________

M. ____________________

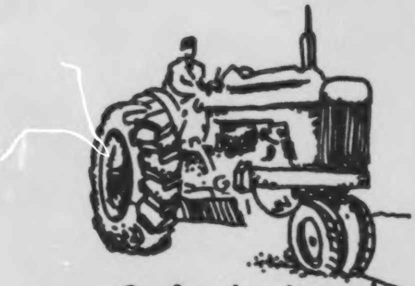
N. ____________________

III. Select one of the jobs found in the previous businesses and write a short job description of it. (Use only resource material available within the classroom.)

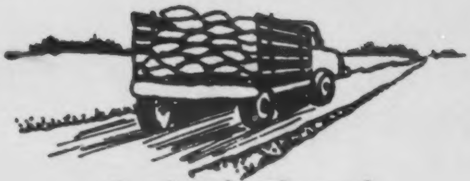
Eight Occupational Areas in Modern Agriculture



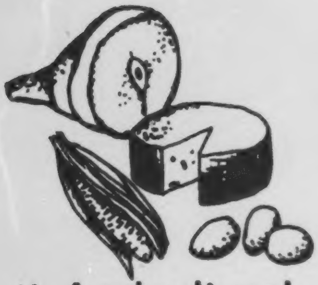
1. Agricultural Production



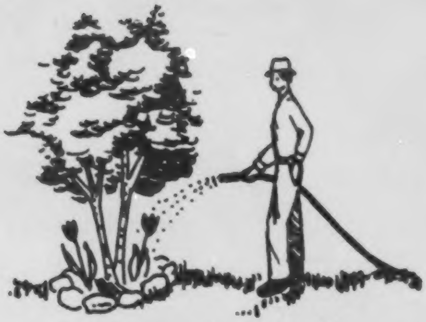
2. Agricultural Mechanics



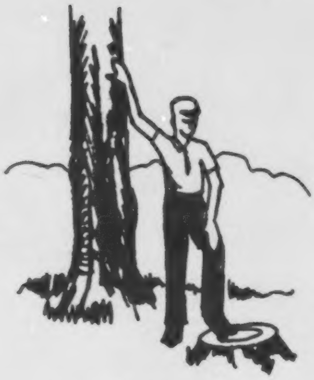
3. Agricultural Supplies



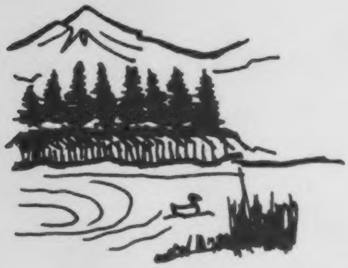
4. Agricultural Products, Processing and Marketing



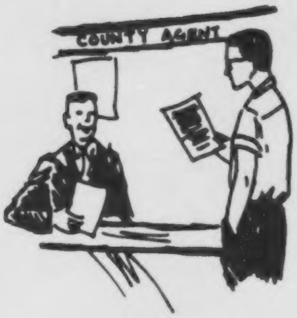
5. Ornamental Horticulture



6. Forestry



7. Renewable Natural Resources



8. Professional Agriculture

Occupational Requirements and Benefits

1. Employment Outlook
    A. Business Trends
    B. Current and Future Employment
    C. Probable Wages or Salary

2. Nature of the Work
    A. Work Performed
    B. Working Conditions
    C. Hours

3. Qualifications for Employment
    A. Aptitude and Interest
    B. Education, Training, and Experience
    C. Physical Demands

4. Requirements for Entrance and Advancement
    A. Where Jobs are Found
    B. Method of Entrance and Advancement
    C. Related Occupations

Common Career Qualifications

1. Ability
2. Talents
3. Physical Makeup
4. Previous Experience
5. Interest
6. Educational Aspirations
7. Attitudes and Values
8. Self Concept
9. How Others See You
10. Willingness to Change
11. Relationships with People

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparency 1: **Eight Occupational Areas in Modern Agriculture**

1. Agricultural Production – This taxonomy contains those occupations requiring skills and knowledge in the production of plants, animals and their products. This area contains many of the activities traditionally thought of as making up the agricultural sector. In addition, some nontraditional areas, such as the propagation and care of companion and laboratory animals are also included in this category. Occupations in this taxonomy require a wide range of skills ranging from animal breeding to marketing, and from management to mechanics.

   Agricultural production is the primary employment field for agricultural workers in Illinois. As of October 1979, about 198,000 workers were employed in agricultural production occupations which include about 100,000 farm operators, plus family workers and hired labor. The employment outlook remains fair for this taxonomy. The number of farm operators is expected to decrease due to the continued decline in numbers of farms, i.e., a loss of 4,000 between 1978 and 1980. On the other hand, the number of farm workers as a whole is predicted to be more or less stable. For example, the Illinois Bureau of Employment Security expects the number of farm workers to decline by 3,000 annually through 1985, while data on total farm employment in Illinois, as reported in the United States Department of Agriculture's Agricultural Statistics, shows a tendency toward stabilization. In fact a small increase was shown between 1974 and 1978. The stabilization in the number of farm workers is supported by similar trends in Indiana and Michigan. Although the outlook is not promising in all areas of agricultural production, the overall situation appears to be stabilizing.

2. Agricultural Mechanics – Agricultural mechanics deals with all aspects of machinery tools, power systems and equipment necessary to produce plants and animals. Also included in the taxonomy are structures and conveniences, and the management of soil and water for farming. Individuals desiring to work within this area should possess mechanical aptitudes.

   Workers engaged in the manufacture of farm and garden machinery as well as farm implement repairers make up about 27,500 full time employees in Illinois. Other worker categories such as farm electricians, agricultural equipment installers, grain bin and farm building construction workers are not included. Therefore, the numbers in this taxonomy appear to be substantially understated.

   Employment outlook remains extremely good for farm implement repairers, especially those with expertise in diesel, hydraulic, and electrical systems. Additional training is recommended for those who wish to advance in this field, especially as the machinery continues to become more intricate and sophisticated. Information on other occupations is not available from the data sources reviewed for this study.

3. Agricultural Supplies – This taxonomy contains activities which supply and assist the farmer in producing a crop, raising animals or marketing what is produced. A diverse range of activities makes up this taxonomy such as the sale and distribution of seeds, feed, fertilizer and agricultural chemicals. Agricultural services in the form of custom work are included, such as soil preparation services, planting, cultivation and harvesting, as well as preparing crops for market. Veterinary and animal services, such as artificial insemination, are part of this area along with farm labor contractors. Auctioneers, farriers and animal caretakers are also included.

The number of people employed in this field is difficult to measure accurately, but it was estimated from the Illinois Bureau of Employment Security statistics, Census data, telephone interviews with members of agricultural business associations and with the Illinois Department of Conservation that there were 57,000 people employed in agricultural supply and service occupations. This figure does not include custom farm workers or all fertilizer and grain handling workers which are a major component of this sector. Therefore, this figure substantially underestimates the magnitude of employment in this area.

This field is very viable economically, but not all areas offer favorable employment, especially at the entry level. The agricultural chemical and fertilizer business is expected to offer excellent employment opportunities at the entry and mid-levels. The outlook is also favorable in the soil service area as there is a history of expansion as fewer people own larger farms. At present there is a strong demand in this field for persons with farm backgrounds and college training in farm management.

Jobs in pet shops and openings for animal caretakers requiring low-level skills are good in urban areas. The veterinary field offers few openings, especially for professionals. Those interested in the feed and grain business can expect few entry-level openings, but managerial opportunities are good. The farrier outlook appears to be stable, but auctioneers may experience difficulty in locating employment.

4. Agricultural Products, Processing and Marketing – This taxonomy is concerned with the inspection, sorting grading, storing and processing of agricultural products. Included in this area are food products such as meat, milk, cheese, fruit, grain and oilseeds as well as nonfood products such as wool, wood and cotton. Ice cream, chesse, butter, soybean oil, dog food, flour and particle board are example of products produced within this category. In Illinois, wood is the primary nonfood item processed, and it will be discussed under the Forestry taxonomy.

   Illinois is a leading employer in the food products and processing area, but the number of employees is declining each year because of increased mechanization. The Illinois Bureau of Employment Security has identified about 116,000 workers in Food and Kindred Products area.

   Employment opportunities for meat cutters in manufacturing and for millers are favorable, but bakers and sorters, and graders in manufacturing are declining. Job openings for the latter are projected to occur, however, these openings will largely be replacements, not additional positions. Most of the jobs are located in urban areas and many of these jobs do not require traditional agricultural skills.

5. Ornamental Horticulture – This taxonomy is concerned with the production of plants used principally for ornamental and aesthetic purposes, including establishing and managing ornamental horticulture enterprises. Activities contained in this taxonomy include arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, turf management, landscaping, nursery operation and management, turf management and other skills associated with ornamental horticulture production. For the purposes of this paper, nursery and greenhouse operations are treated in the ornamental horticulture taxonomy rather than within agricultural production where it is sometimes placed.

   At least 30,000 Illinois workers are engaged in jobs in the ornamental horticulture field. This figure includes people working for florists, retail nurseries, lawn and garden establishments, supply stores and as groundskeepers. Employment data for wholesale operations, and tree and lawn services were not available; therefore the above figure is understated and not indicative of the overall employment situation in this active area. There is also considerable seasonal employment not reflected here. The stated figure was derived from information provided by the Census and the Illinois Bureau of Employment Security.

The employment outlook is very good because of the continued growth in this area. Favorable job projections have been made for gardeners and groundskeepers both full and part-time, as well as for floral designers and lanscape architects. Lawn service operations are especially active, and florists, retail nurseries and lawn and garden supply stores all appear to offer good opportunities through 1985. Most jobs will be located in the urban areas.

6. Forestry – Forestry is concerned with the production, protection, management, harvesting and utilization of forest lands and forest products. Recreation, wildlife management and watershed management as they relate to forests are included in the taxonomy, thereby sharing a common bond with the renewable natural resource area. While there are about 3.6 million acres of forest, comprising almost ten percent of the land area of the state, Illinois is not a major forest producing state.

   The Illinois Bureau of Employment Security indicates there are about 16,300 workers employed in this general taxonomic area. It represents employment for timbercutters, logging workers, sawyers, and the lumber and wood products industry. The majority of these workers (11,800) are employed in this latter category.

   The employment prospects in Illinois forestry are not favorable. In the area of resource managment, the outlook is basically the same as conservation--some entry-level jobs exist, but there is competition for each position, In the private sector, the wood-growing and wood-using industries do not offer many annual openings. There are only 11 openings predicted annually for timbercutters and even less for logging and lumber inspectors. In the primary wood-using industry, opportunities appear to be better with 131 openings predicted annually for sawyers. The secondary wood-using industry is important in Illinois, but employment is declining, as in other areas of processing, because of increased mechanization.

7. Renewable Natural Resources – Renewable Natural Resources is concerned with the conservation, propagation and utilization of natural resources--such as soil, water, air, wildlife, forests, plants and fish--for both economic and recreational purposes. Air, water and noise pollution, protection of wildlife, soil erosion and retention, propagation of fish, and the creation and management of natural recreational resources are activities contained within this taxonomy. This taxonomy falls naturally within the agricultural sphere because the concern is to keep the natural environment viable for continued, fruitful agricultural production.

   Information obtained from the Census and by telephone interviews with officials at the Illinois Department of Conservation, and state and federal environmental protection agencies indicated that there are approximately 30,000 workers employed in this area.

   The various employment areas within this taxonomy, including conservation, environmental protection, parks and recreation, private recreation, and water treatment and sanitation, all show signs of modest growth in the near future. Although job openings are anticipated, there will be competition in certain areas which will make employment difficult, i.e., conservation, environmental protection, and parks and recreation. The primary employer in this taxonomy is the government: federal, state and local. With the exception of some areas of conservation and parts of public recreation, most employment opportunities are in urban areas. The Illinois Department of Conservation employs about 1200 people, but those seeking employment in this field should expect competition. Additional training beyond the high school diploma is highly recommended for those interested in careers in these areas.

8. Professional Agriculture – The career opportunities in professional agriculture include those which generally require a minimum of a Bachelor's Degree in agriculture and are not

classified in the other seven taxonomy areas. These occupations include positions such as: vocational agriculture instruction, cooperative extension agent, radio-TV farm director, and product researcher.

At present there is a strong demand in Illinois for persons who desire a professional career in agriculture. Additional schooling and training beyond high school is required for those interested in a career in this area. Favorable job predictions have been made for future job opportunities because of the increasing use of technology in agriculture. The consumers of this technology need professionally trained people to design and explain the proper uses of the modern machinery used in agriculture.

II. Transparency 2: **Occupational Requirements and Benefits**

A. Ask the students to list some things they would consider when thinking about getting a job.

B. Discuss the idea that even part-time jobs in high school are providing valuable career training.

C. Explain to the class that even though they may change jobs three or more times during their lifetime, all the later jobs will be very similar to their first full-time job.

D. Discuss and have the class consider the job requirements and benefits on the transparency.

E. Summarize by pointing out the most important factor to consider is to enjoy the career they will spend their life doing.

III. Transparency 3: **Common Career Qualifications**

A. Discuss with the class the idea that something of value is not just given away. Careful planning and work will get you what you want. The same is true of getting a job.

B. Discuss with the class that most of the career qualifications related to the ability to **get along with others**.

C. Have the students take a personal inventory of their abilities. Then identify the occupations which closely match their interests and personality.

TEACHER'S KEY

SAMPLE TEST QUESTIONS

IDENTIFYING CAREERS IN AGRICULTURE

There are eight career areas (taxonomies) in agriculture. In each career area there are a number of occupations. Carefully read each question and choose the appropriate choice of A, B, C, or D for the occupation that does **NOT** belong in the career area.

__A__ 1. Agricultural Production

A. Electrician
B. Farm hand
C. Livestock producer
D. Tenant farmer

__C__ 2. Agricultural Supplies and Services

A. Chemical applicator operator
B. Feedmill operator
C. Nursery operator
D. Salesperson

__B__ 3. Agricultural Mechanics

A. Equipment set-up technician
B. Game wildlife keeper
C. Hydaulics technician
D. Machinery set-up technician

__B__ 4. Agricultural Products

A. Butcher
B. Forest aide
C. Meat inspector
D. Produce buyer

__A__ 5. Ornamental Horticulture

A. Farm Hand
B. Greenhouse assistant
C. Retail florist
D. Tree surgeon helper

__B__ 6. Natural (Agricultural) Resources

A. Forest aide
B. Fertilizer salesperson
C. Fowl and fish hatchery operator
D. Park ranger

__D__ 7. Forestry

A. Christmas tree grower
B. Firefighter
C. Forestry aide
D. Landscape designer

B 8. Other agriculture

A. County farm advisor
B. Agricultural equipment deliveryman
C. Radio-TV farm reporter
D. Vocational Agriculture instructor

There are four major occupational requirements and benefits. Select the one item that does NOT belong with the other three.

C 9. Employment outlook

A. Business trends
B. Current and future employment
C. Hours
D. Probable wages or salary

A 10. Nature of work

A. Business trends
B. Hours
C. Working conditions
D. Work performed

D 11. Qualifications for Employment

A. Aptitude and interest
B. Education, training and experience
C. Physical demands
D. Probable wage or salary

D 12. Requirements for Entrance and Advancement

A. Method of entrance and advancement
B. Related occupations
C. Where jobs are found
D. Work performed

Identify the occupation which you feel would best fit the individual in each statement.

D 13. Jane grew up in a large city and enjoys outdoor work and recreation. She plans to attend a four year college. Jane has a hobby she enjoys, involving work with plants and a garden. She expects to earn an average income.

A. Greenhouse manager
B. Fishery biologist
C. Meat processor
D. Agronomist

C 14. Jerry lives in a rural area. He is looking forward to high school graduation, and the end of his educational career. He prefers outdoor work during the daytime. Jim is above average in physical and mechanical ability and hopes for an average income.

A. Agronomist
B. Wildlife conservation officer
C. Feed mill equipment operator
D. Vocational Agriculture Instructor

D 15. Tom grew up on a cash crop farm. He and his father have built and repaired several pieces of farm equipment. They have made several improvements in their land management procedures. Tom is good in math subjects and has above average mechanical ability. He plans to attend college but is undecided as to how long. He expects an average income.

A. Artificial insemination technician
B. Livestock buyer
C. Florist
D. Agricultural engineer

C 16. Rick lives on a large farm. He has always enjoyed working with and showing livestock and has had lots of experience. He plans to obtain a two year post-high school education. He enjoys outdoor work and hopes to earn an average living.

A. County extension advisor
B. Dairy processing equipment operator
C. Livestock buyer
D. Veterinarian

B 17. Janet is a farm girl. She does well in high school art and enjoys decorating her room. She is considering some post-high school study but not over one or two years. Janet enjoys both indoor and outdoor activity and hopes to earn an average living in a town or small town.

A. Agricultural engineer
B. Florist
C. Agricultural writer
D. Agronomist

A 18. Mary lives in a small city. This girl is a hard worker and is quite intelligent. She has done best in science courses and enjoys being around animals. Mary plans to attend college for at least four years. Mary prefers to be busy and is average in physical and mechanical ability.

A. Veterinarian
B. Farm hand
C. Extension advisor
D. Livestock buyer

D 19. Mike has worked on a farm all his life. He enjoys farming and also working with people. He is above average in school work and plans at least four years of college study. He is unable to farm due to a back injury from a tractor accident. He desires a good income in a rural area and being close to production agriculture.

A. Agricultural supplies manager
B. Agricultural machinery salesman
C. Wildlife conservation officer
D. Teacher of vocational agriculture

A 20. Bob lives in a large city. He enjoys boating, hunting and fishing. He has done above average work in school and plans to go to college for four years. He enjoys outdoor work and hopes to earn an average salary. He is quite well developed physically and excelled in football.

A. Forester
B. Livestock buyer
C. Meat processor
D. Soil conservation technician

C 21. Jim is a farm boy. His hobby is nature photography. He likes outdoor activities. He does well in school and plans to attend college. He has average physical ability.

A. Agricultural writer
B. Agricultural mechanics specialist
C. Wildlife conservation officer
D. Veterinarian

D 22. Sharon lives in a small town. She enjoys rural life and being both indoors and out. She likes to travel and to read about places she has not seen. She is above average in school work and plans to attend college. She would like to have a job she might do at home or on her own time schedule.

A. Farmer
B. Nursery manager
C. Agricultural supplies and product salesperson
D. Agricultural writer

23. To get the job or occupation that you like generally requires certain qualifications. List five (5) of these common qualifications:

A. ______________________________
B. ______________________________
C. ______________________________
D. ______________________________
E. ______________________________

24. Select one agricultural occupation which you have studied or are interested in and give the following information:

A. Taxonomy or occupation area:

____

B. Name of occupation:

____

C. Interests or skills needed:

__________, __________, __________.

D. Education requirements:

____

E. Good points of job:

__________, __________, __________

F. Bad points of job:

__________, __________, __________.

UNIT B: Supervised Occupational Experience

PROBLEM AREAS:

1. Orientation to my SOE program
2. Planning my SOE program
3. Keeping records on a SOE program

S.O.E.

UNIT B: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: ORIENTATION TO S. O. E.

SUGGESTIONS TO THE TEACHER:

These instructional materials are designed for use with ninth grade or beginning students enrolled in the first year of an agricultural/horticultural occupations program. The recommended time for teaching this problem area is September or early October with an instructional period of 3 - 4 days.

Before teaching this problem area, the teacher should do the following:

1. Establish requirements for S.O.E. programs.
2. Visit students and parents to discuss S.O.E. programs.
3. Order record books and other materials not included in this instructional packet.
4. Assemble colored slides showing S.O.E. programs.
5. Duplicate copies of worksheets and prepare or order transparencies.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Unit, 100 N. First Street, Springfield, Illinois 62777. Opinions expressed herein do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The materials included in this problem area were prepared by Paul Hemp, Department of Vocational and Technical Education, University of Illinois. Some of the materials were adapted from **An Instructional Packet on Supervised Occupational Experience Programs of Beginning Vocational Agriculture Students** by David Williams, Department of Agricultural Education, Iowa State University, Ames, Iowa.

TEACHER'S GUIDE

I. Unit: Supervised occupational experience

II. Problem area: Orientation to S.O.E.

III. Objectives: At the close of this problem area students will:

1. Understand what a S.O.E. program is.
2. Understand the values and purposes of a S.O.E. program.
3. Know why S.O.E. programs are a required part of the course.
4. Understand how a S.O.E. program relates to the classroom instruction and FFA.
5. Be motivated to plan and conduct a S.O.E. program.

IV. Suggested interest approaches:

1. Lead into a discussion of S.O.E. programs by asking students what animals they now own or what jobs they have held.
2. Recite or have students recite the FFA motto, then, ask class how they might carry out the "Learning by Doing" and the Doing to Learn" phrases.
3. Show slides of S.O.E. programs of advanced students.
4. Take class on project tour to observe S.O.E. programs.
5. Stimulate interest by raising the following questions:
    a. "What types of occupational experience programs are there in the school?" "Distributive education?" "Coop education?"
    b. "How many of you have been 4-H members?" "What projects did you have?"

V. Anticipated problems and concerns of students:

1. What is a S.O.E. program?
2. What are the different types or kinds of S.O.E.?
3. What are some examples of these types of S.O.E. programs?
4. What are the purposes of S.O.E.?
5. Is S.O.E. a required part of this course? Why?
6. How will S.O.E. help me advance in the FFA?
7. Will S.O.E. count as a part of my course grade? How much?
8. What are the characteristics of a good S.O.E. program?
9. What are the relationship of S.O.E. to class room-laboratory instruction and to the FFA?

VI. Suggested learning activities and experiences:

1. Have class read the Study Unit and record tentative answers to the problems and concerns identified by the class or teacher.
2. Distribute S.O.E. Worksheet 1 and have student complete the blanks.
3. Show Transparencies 1, 2, 3a, 3b, and 3c.
   a. What is supervised occupational experience?
   b. Types of S.O.E.
   c. Parts of a S.O.E. program.
4. Ask class to name examples of each S.O.E. part.
5. Show class S.O.E. Transparencies 6a, 6b, 6c, and 6d.
6. Ask class to identify purposes of S.O.E. outlined in the assigned readings.
7. Explain to the students the local requirements for S.O.E. and the reasons for these requirements.
8. Explain to the class how students' S.O.E. programs will be evaluated and figured into the course grade.
9. Show S.O.E. Transparency 4 on Relationships among Classroom Instruction, FFA and S.O.E. programs.
10. Have class complete S.O.E. Worksheet 2 on Relationships among Classroom-Laboratory Instruction, S.O.E., and FFA Activities.

VII. Application procedures:

1. The main purposes of this problem area are to teach information and develop positive attitudes towards S.O.E.
2. The application phase of S.O.E. should be emphasized in the problem area, "Planning my S.O.E. program."

VIII. Evaluation:

1. Prepare and administer a pencil and paper test using the Sample Test Questions as possible test items.
2. Collect and grade S.O.E. Worksheet 1 and 2.

IX. References and aids:

1. Study Unit on Supervised Occupational Experience Programs in Agriculture.
2. Official FFA Manual.
3. S.O.E. Transparencies 1, 2, 3a, 3b, 3c, 4, 6a, 6b, 6c, and 6d.

4. S.O.E. Worksheets 1 and 2 and Teacher's Key.

5. Sample Test Questions.

6. Teacher's Key to Test.

7. "The National Junior Horticultural Association Program and Projects and Activities" available from the National Junior Horticultural Association, 384 Colonial Avenue, Worthington, Ohio 43085.

STUDY UNIT

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Introduction

As a student enrolled in a vocational program in agriculture, you will be encouraged or required to have a supervised occupational experience program (S.O.E.P.). The S.O.E.P. is an essential part of your education because it offers you the opportunity to acquire "hands-on" skills and employment experiences. This study unit explains what an S.O.E.P. is, why the S.O.E.P. is important, and how the S.O.E.P. is related to classroom instruction and the FFA.

What is an S.O.E.P.?

Supervised occupational experiences programs in agriculture consist of all the practical agriculture activities of educational value conducted by students outside of class for which systematic instruction and supervision are provided by their teacher, parents, employers or others.[1] The S.O.E.P. is one part of a vocational education program in agriculture. The other two parts are classroom instruction and the FFA. As a student enrolled in vocational agriculture, you should become involved in all of these three parts or areas of work.

Some students refer to their S.O.E.P. as a project. While the term "project" is often used, it is not always the same as an S.O.E.P. A broad, comprehensive S.O.E.P. may include several projects and activities. The projects and activities which may be included in an S.O.E.P. are as follows:

Production projects – A production project is a business venture which a student undertakes in order to gain educational experience or to realize a profit. The project may involve the production of a crop or animals or it may provide a service to customers. Examples of production projects in the crop area are growing corn, vegetables, flowers, or greenhouse plants. Examples of animal production projects are swine, sheep, horses, poultry and bees. Examples of production projects which provide agriculture services are lawn care, operating a fruit stand, making and selling Christmas wreaths, and operating a lawn mower repair service. In order to qualify as a sound production project, the following conditions should be met:

1. The project should be owned at least partially by the student.
2. The project should be under the control of the student.
3. The project should be undertaken to make a profit or realize financial gain.
4. Project records should be kept.
5. The project should include educational experiences.

The terms, productive enterprise or ownership project, are sometimes used to refer to a production project.

Improvement projects – Unlike the production project the improvement project is not undertaken with a profit in mind. It is a project which is designed to improve a farm or agriculture business or a home. It is a series of related activities which result in the improvement of the student's home or the family business. Most improvement projects are conducted at no expense to the student and on a not-for-profit basis. Examples of improvement projects are home grounds beautification, shop

---

[1] Phipps, Lloyd J., Handbook on Agricultural Education in the Public Schools, Danville, Illinois: The Interstate Printers and Publishers, 1980, Chapter 23.

Livestock are an important and enjoyable S.O.E.P. project.

improvement, soil and water management, and agricultural safety. The characteristics of a good improvement project are as follows:

1. No ownership and no income or profit.
2. Provides for the development of important abilities.
3. Extends over a period of time (usually lasts three or more months).
4. Results in the improvement of a business, family life living conditions, or the real estate value of property.

Agricultural skills — An agricultural skill is a task, practice or job of an agricultural nature which a student learns to perform as a part of his or her S.O.E.P. These skills should be above and beyond the production projects and improvement projects selected by the student. Agricultural skills can often be learned in a short period of time. Examples of agricultural skills are pruning a tree, grooming an animal, testing soil, castrating a pig and driving a tractor. Students should select and learn those agricultural skills which they will need to qualify for employment in an agricultural occupation.

Working with electricity is one of many skills which can be gained with an experience project.

The ways which the school or community may benefit from S.O.E.P.'s are as follows:

1. Provides a link between school, home and community.
2. Contributes to productivity and efficiency of farms and agricultural businesses.
3. Helps develop young people as good citizens.
4. Helps teacher to select relevant units for instructional program.
5. Increases interest and participation in school programs.

The benefits which a student realizes from an S.O.E.P. are usually greatest when the S.O.E.P. is closely related to classroom instruction and the FFA. The classroom instruction may provide students with the knowledge and skills they need to conduct a successful S.O.E.P. A successful S.O.E.P. can help a student advance in the FFA and gain recognition through the award programs. Many of the FFA awards are based on the quality and scope of a student's S.O.E.P. This means that the three parts of a balanced vocational program in agriculture work together to help students achieve success in agriculture.

Selecting an S.O.E.P.

The selection of appropriate projects and activities for your S.O.E.P. is essential to its success. You need to plan and S.O.E.P. which meets your needs and can be carried through to a successful ending. For many students, S.O.E.P. plans are best developed for a three or four year period. Freshmen students should plan a tentative S.O.E.P. for the entire period of time they expect to be enrolled in agricultural occupations. In choosing the S.O.E.P. the following characteristics of a successful program should be kept in mind:

1. Productive enterprises, improvement projects and agricultural skills are included in the S.O.E.P.
2. Projects and activities which match the students' experience and abilities are selected.
3. The S.O.E.P. can be successfully conducted with the resources available to the student.
4. The S.O.E.P. relates closely to the FFA program and classroom-laboratory instruction offered at the school.
5. The S.O.E.P. meets instructor and parental approval.

The type of S.O.E.P. you choose will depend on the particular occupation or area of agriculture you have selected as your primary interest area. If you are planning to seek full-time employment immediately after graduation from high school, you should definitely plan for at least one year of cooperative education experiences. Students who plan to farm or go into business for themselves should plan an S.O.E.P. which includes productive enterprises and ownership projects.

Before you decide on a program you should have a career objective in mind. In other words, ask yourself what types of jobs might be interesting. To help you decide, talk to your agriculture instructor or people involved in agriculture in the community. In fact, many students who are not aware of career opportunities in agriculture start out with a broad program so they can learn something about each of the broad areas of agricutlure.

Some of the many different areas of agriculture which you might want to learn about are as follows:

1.01 Production Agriculture
1.02 Agricultural Supply/Service
1.03 Agricultural Mechanics
1.04 Agricultural Products
1.05 Ornamental Horticulutre
1.06 Agricultural Resources
1.07 Forestry

After you have spent a year exploring different areas of agriculture, you should try to narrow your interests to one or more areas. Some students will actually not decide on a specific occupation so that their studies and their S.O.E.P.'s need to be broad and general. In addition to selecting an S.O.E.P. which matches your career interests and goals, you should consider the answers to the following questions:

1. Do you live on a farm or in town?
2. Do you have room for livestock?
3. Do you have machinery at your disposal?
4. Do you have access to easy transportation?
5. How much time do you have to devote to an S.O.E.P.?
6. How will your S.O.E.P. be financed?

Your Vo-Ag instructor can be a valuable resource person for project ideas.

After these questions have been answered and discussions have been held with your parents, you should develop a written plan for your S.O.E.P. A sample S.O.E.P. plan for a freshmen student might include the following:

Production Projects

1. Vegetable garden
2. Sheep — 3 ewes

Improvement Projects

1. Shop improvement

Agricultural Skills

1. Taking a soil sample
2. Planting a tree
3. Overhauling a small engine
4. Judging livestock
5. Repotting a plant
6. Driving a tractor
7. Fertilizing lawns
8. Estimating corn yields
9. Pruning shrubs
10. Soldering

S.O.E.P.'s for Non-Farm Students

When vocational agriculture was first taught in high schools, its was designed primarily for farm boys who wanted to become farmers. The S.O.E.P. was called a supervised farming program. Now, vocational agriculture programs are offered for urban or non-farm students many of whom are interested in agricultural careers other than farming.

Students who live in towns or cities may not have land or facilities to grow crops or raise livestock. They will have to consider alternative methods of conducting an S.O.E.P. Some of these alternative ways of conducting an S.O.E.P. are as follows:

1. Conduct small projects in the school greenhouse, school farm or land laboratory.
2. Rent a vacant lot or building near your home.
3. Arrange with a farmer to have an S.O.E.P. on his farm.
4. Select improvement projects which can be carried out in an urban setting.
5. Organize FFA group projects such as community gardens, livestock chains, or school farm projects.

In planning an S.O.E.P., students should remember the adage which states that, "If there's a will, there's a way." The agriculture teacher, FFA chapter officers, parents and advanced students in agriculture can help you find a way to plan and conduct a successful S.O.E.P.

Whether you live on a farm or not, there are a multitude of project ideas to choose from, including dog care.

S.O.E. WORKSHEET 1

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE (S.O.E.)?

S.O.E. consists of all the ____________________ activities of ____________________ value conducted by you (the student) outside of class for which systematic ____________________ and ____________________ are provided by your ____________________, ____________________, employers, or other adults.

1. It is ____________________ by the agriculture teacher, parents, employers, or other adults.
2. It is ____________________ because it helps prepare you for an occupational (or job) in agriculture.
3. It is ____________________ or "learning by doing" because it allows you to apply practices and principles learned in the classroom and to develop new skills and abilities.
4. Most beginning S.O.E. programs consist of:

Component	Examples
a. ____________________	a1. ____________________
	a2. ____________________
	a3. ____________________
b. ____________________	b1. ____________________
	b2. ____________________
	b3. ____________________
c. ____________________	c1. ____________________
	c2. ____________________
	c3. ____________________

S.O.E. WORKSHEET 2

RELATIONSHIPS AMONG CLASSROOM–LABORATORY INSTRUCTION, S.O.E, AND FFA ACTIVITIES

Directions: The three headings show the three components of agricultural/horticultural occupations that we identified. Your job, now is to fill in the missing blank or blanks with activities, topics. projects, awards, etc., so that all three parts are related. As you go down the worksheet, the going gets tougher. Work independently of each other and then we will compare answers. There can be more than one correct answer.

Classroom/Laboratory Instruction	S.O.E.	FFA/NJHA
Breeds of Horses	Horse	Horse Judging Contest
Fertilizers	Poinsettia Production	______________
Electric Maintaining Equipment	______________	Ag Mechanics Proficiency Award
______________	Retail Garden Salesman	Public Speaking Contest
______________	______________	Poultry Production Proficiency Award
Disease of Dogs	______________	______________
______________	Clipping Toenails	______________
______________	______________	Horticulture Contest
______________	______________	Sectional or County Show

TEACHER'S KEY

S.O.E. WORKSHEET 1

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE (S.O.E.)?

S.O.E. consists of all the agricultural activities of educational value conducted by you (the student) outside of class for which systematic instruction and supervision are provided by your parents, ag. teacher, employers, or other adults.

1. It is supervised by the agriculture/horticulture teacher, parents, employers, or other adults.
2. It is occupational because it helps prepare you for an occupational (or job) in agriculture/horticulture
3. It is experience or "learning by doing" because it allows you to apply practices and principles learned in the classroom and to develop new skills and abilities.
4. Most beginning S.O.E. programs consist of:

Component	Examples
a. Production enterprises	a1. Container nursery production
	a2. Poinsettia production
	a3. Rabbit production
b. Improvement projects	b.1. Home beautification
	b2. Turfgrass management
	b3. Outdoor recreation
c. Agricultural/Horticultural skills	c1. Glazing glass
	c2. Grafting fruit trees
	c3. Tying knots

TEACHER'S KEY

S.O.E. WORKSHEET 2

RELATIONSHIPS AMONG CLASSROOM–LABORATORY INSTRUCTION, S.O.E, AND FFA ACTIVITIES

Directions: The three headings show the three components of agricultural occupations that we identified. Your job, now, is to fill in the missing blank or blanks with activities, topics, projects, awards, etc., so that all three parts are related. As you go down the worksheet, the going gets tougher. Work independently of each other and then we will compare answers. There can be more than one correct answer.

Classroom/Laboratory Instruction	S.O.E.	FFA
Breeds of Horses	Saddle Horse	Horse Judging Contest
Fertilizers	Poinsettia Production	Crop Specialty Proficiency Award
Electric Maintaining Equipment	Repair Electrical Machinery	Ag Mechanics Proficiency Award
Salesmanship	Co-op Feed Salesman	Public Speaking Contest
Growing chickens	Broiler Project	Poultry Production Proficiency Award
Diseases of Swine	Bitch and litter	Livestock Specialty Proficiency Award
Raising Dogs	Clipping toenails	FFA Achievement Award
Plant Growth	House Plants	FFA Sectional Fair
Landscape Maintenance	Improve school grounds	BOAC
Fire Prevention	Ag. Safety	Chapter Safety
Ag./Hort. Sales	Coop. Program	Ag./Hort. Placement

TYPES OF S.O.E. PROGRAMS

I. AGRICULTURAL PRODUCTION PROGRAMS

A. Grade levels nine through twelve.

B. Conducted on a farm, at home, or in the community.

II. SCHOOL BASED PROGRAMS

A. Grade levels nine through twelve.

B. Conducted on school farm or nursery, school greenhouse or on school grounds.

C. Could be combined with improvement projects conducted at home or in the community.

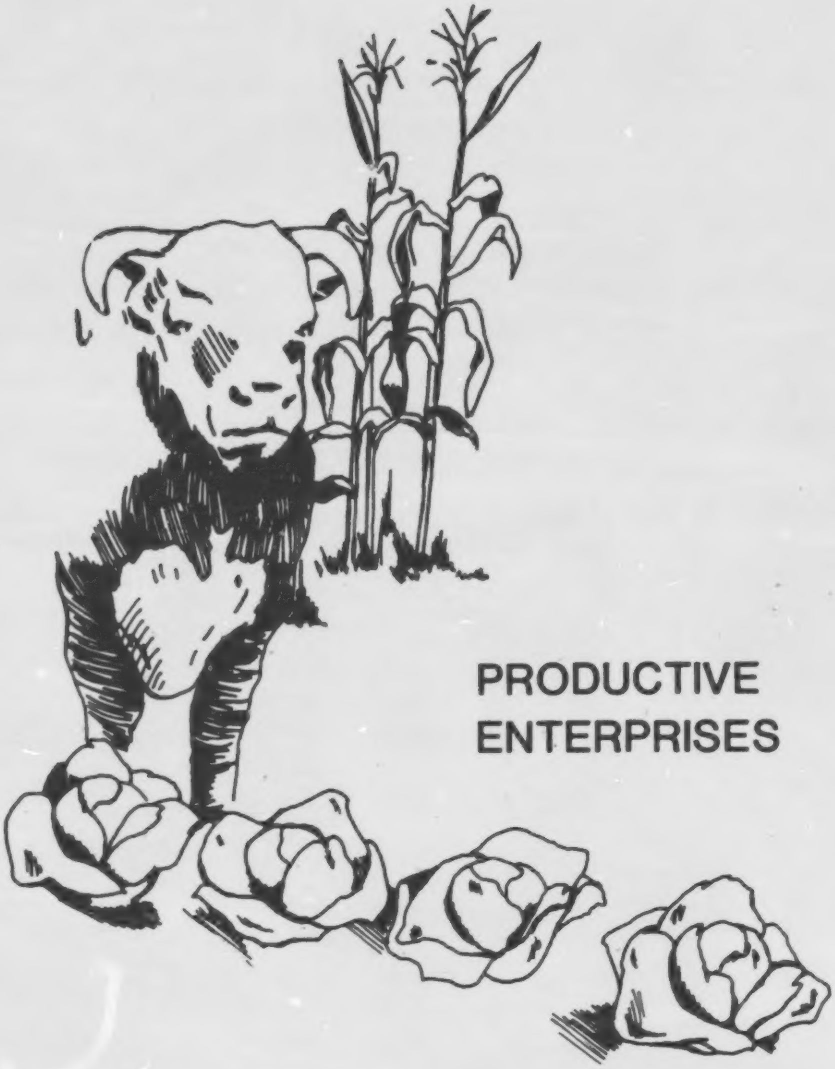
III. COOPERATIVE EDUCATION PROGRAMS

A. Grade levels eleven and twelve only.

B. Placement-employment in approved training station.

C. Released time from school.

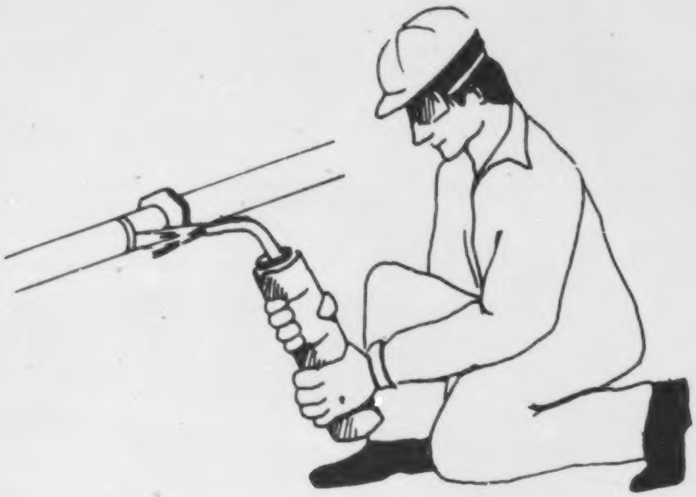
WHAT ARE THE THREE PARTS OF MOST S.O.E. PROGRAMS?



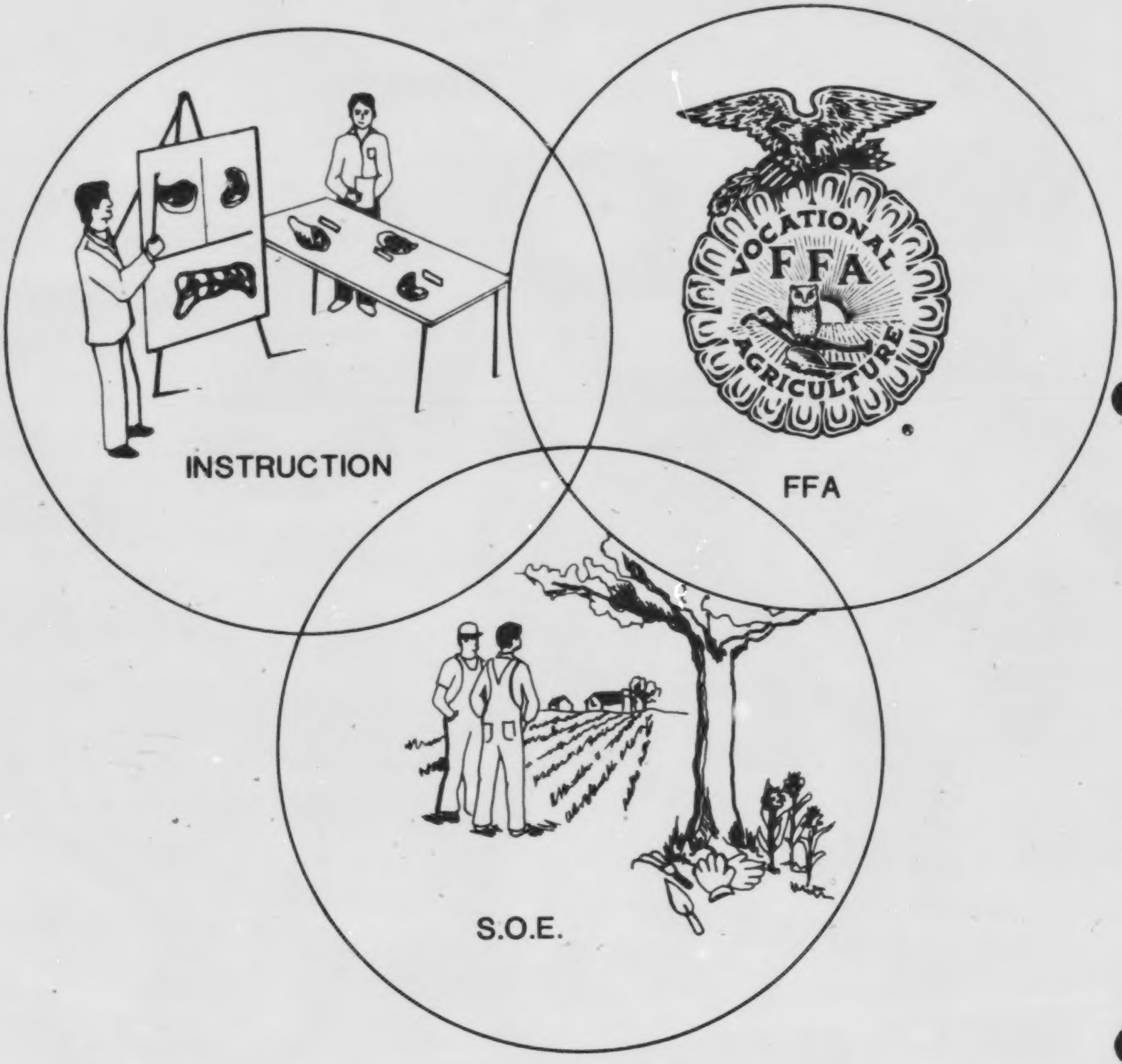
PRODUCTIVE
ENTERPRISES

IMPROVEMENT PROJECTS

AGRICULTURAL SKILLS



THE RELATIONSHIP AMONG CLASSROOM INSTRUCTION, FFA AND S.O.E. PROGRAMS


VOCATIONAL
FFA
AGRICULTURE
INSTRUCTION
FFA
S.O.E.

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparency No. 1: **What is Supervised Occupational Experience?**

A. Remind students that Supervised Occupational Experience Programs are **outside** the classroom.

B. Inform students that the 30 Foundation Awards in Illinois are related to Supervised Occupational Experience.

C. The FFA advisor should help students with their projects, giving them advice on keeping a record book, making decisions, and managing projects.

D. Point out that there is a Supervised Agricultural Occupation Experience Program Committee in the FFA Program of Activities which encourages FFA members to plan and conduct good Supervised Experience programs.

E. Point out the activities and accomplishments included in the S.O.E. program last year and review goals and activities for this year.

II. Transparency No. 2: **Types of S.O.E. Programs**

A. Emphasize that a student in the FFA can have a Supervised Experience Program while in high school which may be on the family farm, at home, or in the community.

B. If your school has a school farm, greenhouse, or nursery in which students may have the opportunity to work and learn agricultural related experiences; then, you may want to list the different jobs available to them and the type of learning experiences the students may gain from this type of occupational experience.

C. Some schools have a work-study program for eleven and twelfth grade students only. These students are able to work half a day at a job in their community. If your school allows this, discuss the different job possibilities related to agriculture and give examples of any past students that had agricultural related jobs.

III. Transparency No. 3a: **What Are the Three Parts of Most S.O.E. Programs?**

A. Explain to the class that a production project or productive enterprise involves growing a crop or raising livestock. The student produces something for profit. Examples include the following:

corn
soybeans
vegetables
fruits
small grains
ornamental plants
forage crops

swine
beef
sheep
poultry
dairy cattle
small animals
horses

B. Discuss the FFA Foundation Awards which relate to productive enterprises. Such things as job possibilities could be discussed for each production area.

IV. Transparency No. 3b: **Improvement Projects**

A. Point out that improvements can actually be made at home, on a farm or in the community.

B. The Foundation Award, Home and/or Farmstead Beautification, is often associated with improvement projects. Some examples of projects may be painting the house, barn, or other buildings, mowing road banks, planting shrubs or plants around a house, taking proper care of a lawn or lawns, constructing a patio, widening a sidewalk, and there are many other projects that your class may think of and that you may want to discuss.

C. Discuss possible career opportunities around the community that may be associated with improvement projects.

V. Transparency No. 3c: **Agricultural Skills**

A. Ag skills may be learned on a farm or in an agribusiness area. Give examples.

B. Discuss some of the agricultural skills that a student may learn from each area that a member in the class is involved in or has an interest in.

VI. Transparency No. 4: **The Relationship Among Classroom Instruction, FFA, and S.O.E.**

A. Have class discuss which of the three (instruction, FFA, or S.O.E.) is most important. Try to get the class to conclude that all three are equally important and vital in having a good all around S.O.E. program.

B. Discuss what can be attained from each different learning device.

1. FFA – learn to keep records, attend judging contests, and learn agricultural leadership by attending meetings and conferences.

2. Instruction – learn and gain knowledge of proper agricultural practices used in the world of agriculture.

3. S.O.E. – the actual application outside the classroom of what you have learned from instruction and the FFA.

SAMPLE TEST QUESTIONS

S.O.E.P.

1. The letters S.O.E. stand for ____.
2. Three parts of most S.O.E. programs are ____,

   ______________________________, and ______________________________.
3. By conducting an S.O.E. program, students can ______________________ what they have learned in the classroom.
4. An S.O.E. program is supervised by the __________________________________ and the

   ______________________________.
5. Three characteristics of a good S.O.E. program are as follows:

   ____

   ____

   ____
6. The line in the FFA motto which most clearly describes what a S.O.E. program involves is the following____

True or False Section

______Supervised occupational experience programs should be conducted outside of class.

______ Growing 100 poinsettias is an example of an improvement project.

______ Grafting a tree is an example of a production enterprise.

______Cooperative education programs are for junior and seniors only.

______A successful S.O.E. program helps a student to advance in the FFA/N.J.H.A.

______The most important reason for having an S.O.E. program is to make money.

Problem Solving Section

1. Why should all student in a class not have the same S.O.E. program?

2. Mary Mum plans to operate a greenhouse some day and Clarence Corn plans to farm in Illinois. Which of the following S.O.E. activities or projects would be appropriate for each. Write Mary or Clarence in each blank.

____________________ Mixing potting soil

____________________ Growing two acres of corn

____________________ Castrating pigs

____________________ Raising a crop of snapdragons

____________________ Glazing

____________________ Operating a large tractor

____________________ Keeping farm records

____________________ Designing floral pieces

____________________ Taking telephone orders

____________________ Tiling a field

TEACHER'S KEY

SAMPLE TEST QUESTIONS

S.O.E.P.

1. The letters S.O.E. stand for supervised occupational experience.

2. Three parts of most S.O.E. programs are production enterprises, improvement projects, and agricultural/horticultural skills.

3. By conducting an S.O.E. program, students can apply what they have learned in the classroom.

4. An S.O.E. program is supervised by the ag./hort. teacher and the parents.

5. Three characteristics of a good S.O.E. program are as follows:
   Includes production enterprises, improvement projects and ag./hort. skills; projects match student's experience and ability; related to classwork and FFA/N.J.H.A.

6. The line in the FFA motto which most clearly describes what a S.O.E. program involves is the following Doing to learn

True or False Section

T Supervised occupational experience programs should be conducted outside of class.

F Growing 100 poinsettias is an example of an improvement project.

F Grafting a tree is an example of a production enterprise.

T Cooperative education programs are for junior and seniors only.

T A successful S.O.E. program helps a student to advance in the FFA/N.J.H.A.

F The most important reason for having an S.O.E. program is to make money.

Problem Solving Section

1. Why should all student in a class not have the same S.O.E. program?

Students may be interested in different agricultural areas.

Students may have different occupational goals.

Resources available for S.O.E. may vary.

Students differ in terms of their experience and abilities.

2. Mary Mum plans to operate a greenhouse some day and Clarence Corn plans to farm in Illinois. Which of the following S.O.E. activities or projects would be appropriate for each. Write Mary or Clarence in each blank.

Mary	Mixing potting soil
Clarence	Growing two acres of corn
Clarence	Castrating pigs
Mary	Raising a crop of snapdragons
Mary	Glazing
Clarence	Operating a large tractor
Clarence	Keeping farm records
Mary	Designing floral pieces
Mary	Taking telephone orders
Clarence	Tiling a field

UNIT B: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: PLANNING MY S.O.E. PROGRAM

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students enrolled in the first year of an agricultural/horticultural occupations program. The recommended time for teaching this problem area is September or early October immediately following the problem area on Orientation to S.O.E. The estimated instructional time is 5 to 7 days. The instructional materials included in this problem area have been developed based on the following assumptions:

1. All students will be required to have a S.O.E. program.
2. The teacher will visit each student prior to teaching the problem area to begin a discussion with the student and parents regarding S.O.E. programs (see the Visitation Record Form included with this problem area).
3. A parent's night program will be held at the close of the unit to obtain parental approval for the student's proposed S.O.E. program plan.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Unit, 100 N. First Street, Springfield, Illinois 62777. Opinions expressed herein do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The materials included in this problem area were prepared by Paul Hemp, Department of Vocational and Technical Education, University of Illinois. Some of the materials were adapted from **An Instructional Packet on Supervised Occupational Experience Programs of Beginning Vocational Agriculture Students** by David Williams, Department of Agricultural Education, Iowa State University. Ames, Iowa. The transparencies included in this problem area were prepared by staff members in Vocational Agriculture Service, University of Illinois.

TEACHER'S GUIDE

I. Unit: Supervised occupational experience programs.

II. Problem area: Planning my supervised occupational experience program.

III. Objectives: At the close of this problem area students will:

1. Be able to identify their resources and opportunities for a S.O.E. program.

2. Understand the characteristics of a good S.O.E. program plan.

3. Be able to complete those sections of the S.O.E. record book which relate to S.O.E. program plans.

4. Have a completed S.O.E. program plan for one or more years to present to their parents.

IV. Suggested interest approaches:

1. Review with class what was covered in orientation problem area. Give class an overview of what is to be covered in this problem area.

2. Announce to class that the parent's night program has been scheduled for   date and that each student is expected to have a S.O.E. program plan completed by that date.

3. Prepare a chart showing each student's S.O.E. program.

4. See if any students in the class have decided on what they want to have for their S.O.E. programs. Have students with plans in mind to share these plans with the rest of the class.

V. Anticipated problems and concerns of students:

1. What kind of S.O.E. program plan do we need and what should be included in this plan?

2. When is the plan due?

3. What are the characteristics of a good S.O.E. program plan?

4. What are the steps in developing a S.O.E. program?

5. How can I have a S.O.E. program when I do not live on a farm?

6. Where can I get the money to start a S.O.E. program?

7. How large or broad should my S.O.E. program be?

8. What records do I have to keep?

VI. Suggested learning activities and experiences:

1. Outline on the chalk board or on a transparency the parts of a S.O.E. program plan showing the following:

    a. Productive enterprises
    b. Improvement projects
    c. Agricultural skills

2. Have class suggest examples to write in each of the three sections listed. Show S.O.E. Transparency 3a, 3b, and 3c, from S.O.E. Orientation Problem Area.

3. Explain to the class the time-frame established for completing written S.O.E. program plans.

4. Review tentative plans for parents' night program and explain why student plans must be submitted to parents for approval.

5. Show S.O.E. Transparency 5 on Steps in Planning a S.O.E. Program using one or more of the following approaches:

   Step 1—Use **The Applied Biological and Agribusiness Interest Inventory** available from The Interstate Printers and Publishers, Inc., Danville, Illinois.

   Step 2—Divide class into taxonomy groups such as Ag. Production, Horticulture, Mechanics. Distribute S.O.E. Worksheet 3, entitled **Interview Form** and assign each student responsibility for a particular occupation.

   Step 3—Have students complete S.O.E. Worksheet 4 entitled **Resources Inventory.**

   Step 4—Discuss with the class the opportunities available to them in conducting an S.O.E. program. Explain how the FFA chapter or people in the community might help them. Show S.O.E. Transparency 6a, 6b, 6c and 6d entitled **Where Can I Get Agricultural Experiences?**

   Step 5—Distribute S.O.E. Worksheet 5 entititled **S.O.E. Program Planning Form.**

   Step 6 and 7—Explain to class how these steps will be completed and what is expected of each student.

6. Show and discuss S.O.E. Transparency 7a and 7b on Characteristics of a Good S.O.E. Program Plan and Goals for Your S.O.E. Program.

7. Show and discuss S.O.E. Transprency 8 on S.O.E. Wall Chart.

8. Conduct discussion of other problems and concerns of students and allow class members to move ahead with their written assignments and reports.

VII. Application procedures:

1. Prepare students to particpate in one or more FFA Foundation Award Programs or NJHA activities.

2. Encourage all students to plan and conduct at least one productive enterprise.

3. Seek parental approval and support for S.O.E. programs.

4. Establish FFA "animal-chain" projects.

5. Seek cooperation of agricultural advisory council, agricultural businesses and other groups in providing students with loan funds and/or facilities for raising crops or livestock.

6. Use sample letters, visitation records, and student-parent meeting plan to organize and plan a parents' meeting to obtain parental approval and support for S.O.E. programs.

VIII. Evaluation:

1. Use S.O.E. Evaluation Form 1 as a self-rating device.
2. Rate each student's performance in developing plans for a S.O.E. program but keep in mind the opportunities and resources which affect student performance.

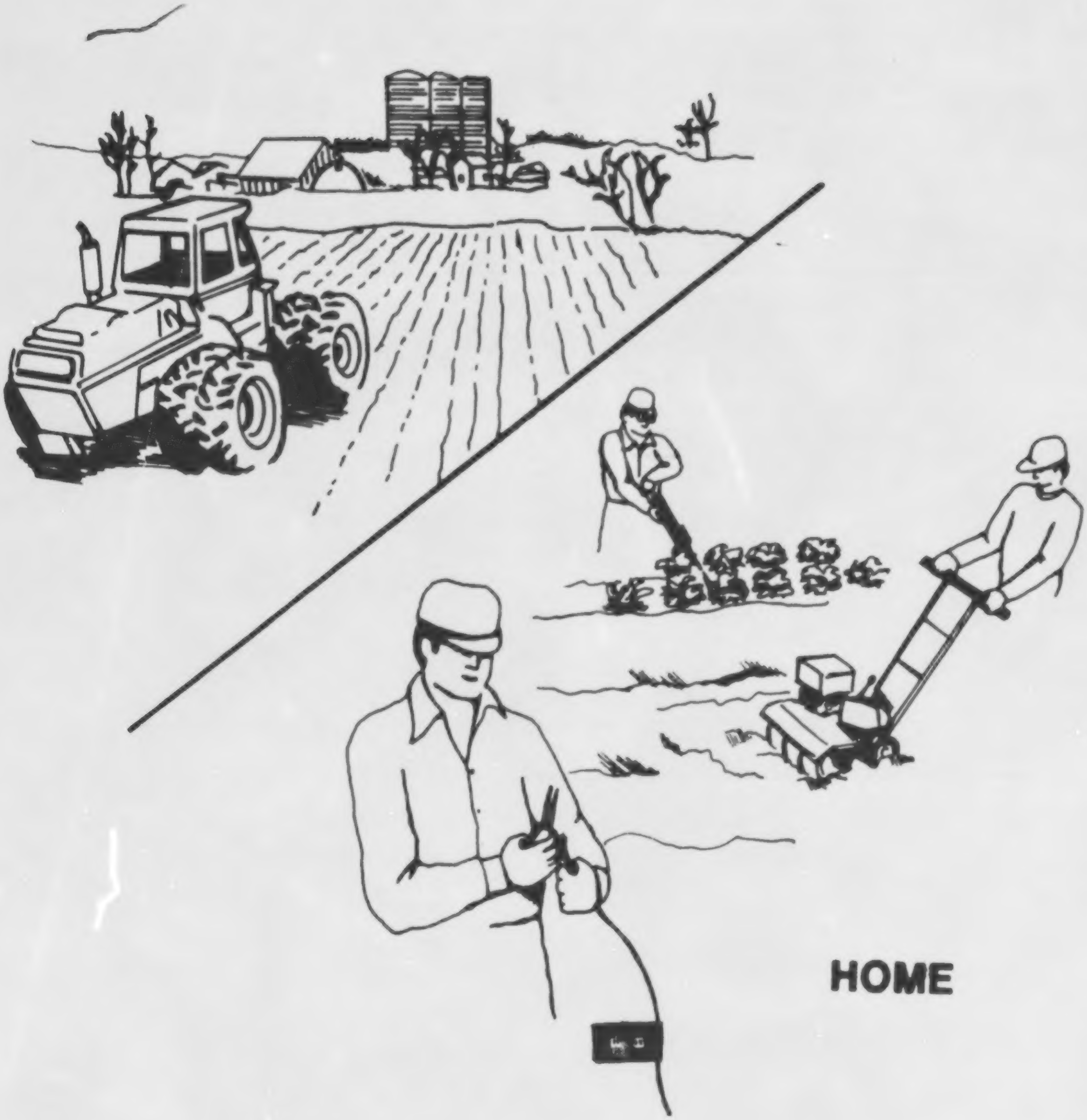
IX. References and aids:

1. Official FFA Manual.
2. Applied Biological and Agribusiness Interest Inventory, The Interstate Printers & Publishers, Inc., Danville, Illinois.
3. Supervised Occupational Experience Program Record Book and FFA Foundation Award Record Books.
4. Colored slides and wall chart to be obtained locally or constructed in class.
5. S.O.E. Worksheet 3, 4, and 5.
6. S.O.E. Transparencies 3a, 3b, 3c, 5, 6a, 6b, 6c, 6d, 7a, 7b, and 8.
7. "The National Junior Horticultural Association Program of Projects and Activities" available from the National Junior Horticultural Association, 384 Colonial Avenue, Worthington, Ohio 43085.

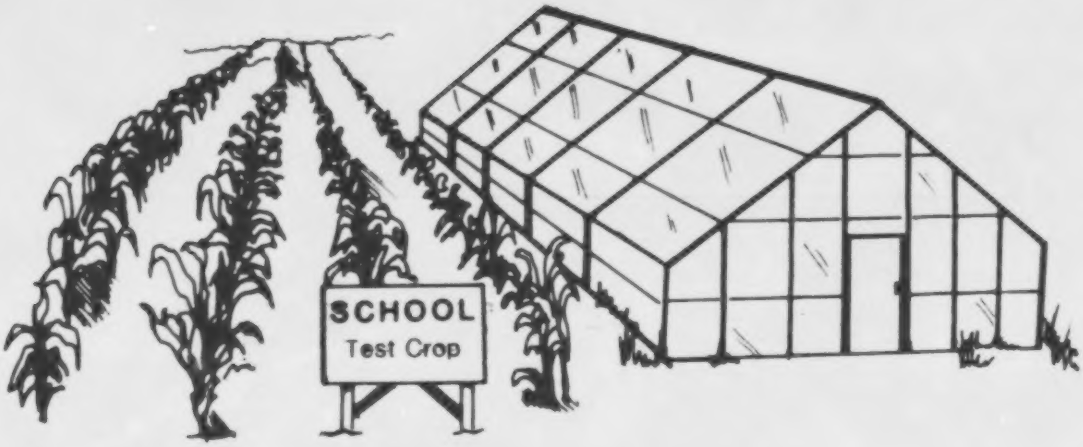
STEPS IN PLANNING A S.O.E. PROGRAM

1. Determining my interests in agriculture.
2. Taking an inventory of resources available.
3. Identifying possible S.O.E. opportunities.
4. Prepare tentative S.O.E. program plan.
5. Present plan to instructor and parents.
6. Revise plan.

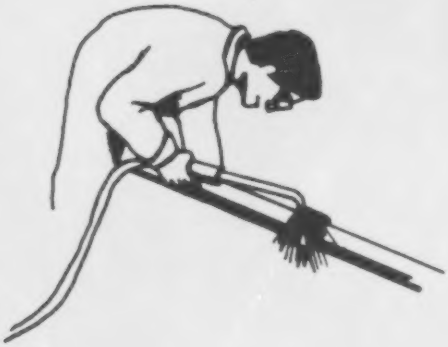
Where Can I Get Agricultural Experience?



HOME


SCHOOL
Test Crop

SCHOOL



PLACEMENT IN AGRICULTURE PRODUCTION OR SERVICE

CHARACTERISTICS OF A GOOD S.O.E. PROGRAM PLAN

1. Includes productive enterprises, improvement projects and agricultural skills.
2. Includes projects and activities which match the students' experience and abilities.
3. Can be successfully conducted with the resources available to the student.
4. Relates closely to the FFA program and classroom-laboratory instruction offered at the school.
5. Meets instructor and parental approval.

GOALS FOR YOUR S.O.E. PROGRAM

1. Provide opportunity for continuous year-round activities.
2. Make enough profit to fulfill the requirements for the respective membership degrees.
3. To increase the scope of the project as you progress from year to year.
4. Develop the knowledge and experience necessary to prepare for a future career.

S.O.E. WALL CHART

(Example)

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM PLANS
SOUTHLAND HIGH SCHOOL

Name	Productive Enterprises	Improvement Projects	Ag. Skills	Other

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparency No. 5: **Steps in Planning a S.O.E. Program**

A. Have students actually write down what their interests are in agriculture or in an agriculturally related field.

B. Have class identify the resources and different possibilities of where they can gain experience in their agricultural interests. (i.e. home farm, school farm, elevator, local farmer, nursery operation, veterinarian, meat locker, etc.)

C. Inform class that they will have time later on to develop a tentative S.O.E. program.

D. Inform students that they should discuss their S.O.E. program plan with their parents, or possible employer. Parent and/or employer will sign the plan to indicate that the tentative program has been examined and approved.

II. Transparency No. 6a: **Where Can I Get Agricultural Experience?**

A. Use this transparency to record students suggestions about possible places where they might get experience.

B. Show students how these places can be grouped under the following headings: home, school, agricultural business.

III. Transparency No. 6b: **Home**

Have class members who have an S.O.E. program on their home farm or at their home discuss some of the skills they have learned and what they may learn in the future.

IV. Transparency No. 6c: **School**

A. Inform students that they may learn skills in the classroom, shop, on field trips, and in the school greenhouse, or school farm if available.

B. You may want to discuss some of the main skills that the students will learn that are taught in your agriculture classes.

V. Transparency No. 6d: **Placement in Agricultural Production or Service**

Ask class members who have a S.O.E. project in agribusiness to discuss the skills they have already learned and the ones they hope to learn in the future.

VI. Transparency No. 7a: **Characteristics of a Good S.O.E. Program Plan**

Use this transparency as a review of the previous transparencies. Before showing the class the five characteristics of a good S.O.E. program, you may want to ask the class what they think are the important characteristics of their own S.O.E. programs.

VII. Transparency No. 7b: **Goals For Your S.O.E. Program**

A. Ask the class to identify the goals and objectives of their S.O.E. programs.

S.O.E. WORKSHEET 3

INTERVIEW FORM

Directions: You are to contact ______________________________
(name)
of ______________________________, Illinois, by telephone or in person. Below
(address)
is a list of questions you are to ask. Take notes so you can share your findings with the class.

Example of Interview:

Hello! ______________________, my name is ______________________,
(name) (student's name)
I'm a beginning student in agriculture/horticulture. I would like to visit with you if I may regarding your occupation.

Questions to ask:

1. What is your job, occupation, or position?

2. What specific duties or tasks do you perform in your work?

3. How and when did you learn to do these tasks?

4. How may a young person gain experiences in performing such tasks?

S.O.E. WORKSHEET 4

RESOURCES INVENTORY

1. Name ____________________ Age _____ Class _____

2. Address ____________________ Phone __________

3. Parents' or Guardians' name ____________________ Occupation __________

4. Number in my family ________ boys ________ girls

5. I live: on a farm __________ in a town __________ on an acreage __________

6. Is land available for you to rent to grow crops? _____ yes _____ no

   a. If yes, how many acres? __________

   b. Which crop? __________

   c. Location of land? __________

7. Are facilities available for you to rent to produce livestock or livestock products? __________

   If so, ______

   a. What type of livestock? ____________________

   b. Number ____________________

   c. Location of facilities ____________________

8. Do you have available space for a garden? _____ yes _____ no

9. Do you have facilities for mechanical work? _____ yes _____ no

10. Do you have a greenhouse available for your use? _____ yes _____ no

11. Would you be interest in producing livestock or crops on the school farm or in the school greenhouse?

    _____ yes _____ no. If yes, what type? ____________________

S.O.E. WORKSHEET 5

S.O.E. PROGRAM PLANNING FORM
FOR

____
(Name of Student)

Instruction: Use this form to tenatively decide on a beginning plan for your S.O.E. program. This information will be used in agriculture/horticulture classes to develop detailed plans for obtaining agricultural/horticultural experiences.

My stated interest in agriculture/horticulture is in the following area or occupation: ____________

____

The Agribusiness Interest Inventory revealed that I have interest in the following areas of agriculture: ____
(List the two areas with highest scores)

……

Based upon my interest and the opportunities available to me to get practical experience in agriculture/horticulture, I plan to include the following in my vocational agriculture/horticulture S.O.E. program.

Agricultural/horticultural production enterprises (examples: poulty, bedding plants or vegetable production)

____

____

Improvement projects (examples: shop improvement, home beautification, agricultural safety)

____

____

Agricultural skills (examples: trim hooves on horses, change oil in a lawn mower, prune trees, groom pets)

____

____

PLANS FOR STUDENT–PARENT MEETING

Desired Outcomes: Parents understand the importance of S.O.E. programs in agricultural/horticultural occupations and assist their son/daughter in making a tenative S.O.E. choice.

Specific Objectives:

1. To communicate purposes of S.O.E.
2. To show example of S.O.E. programs.
3. To identify cooperation needed in S.O.E. programs.
4. To guide each student in making a tentative S.O.E. program choice.

Program Plan:

7:30 – Welcome and introduction

7:35 – Overview of meeting plans

1. What is S.O.E.?
2. Purposes and values of S.O.E.

7:50 – Slide presentation of possible S.O.E. projects and activities

8:00 – Presentation of long term S.O.E. program plan by:

1. ________________________ (student)
2. ________________________ (student)
3. ________________________ (student)

8:30 – Distribution of S.O.E. program plans to parents

8:35 – Question and answer session

8:50 – Refreshments

RECORD OF STUDENT–PARENTS–TEACHER CONFERENCE

AT HOME OF STUDENT

______________________________	______________________________
(Student's Name)	(Date of Home Conference)
______________________________	______________________________
(Address)	(Parents' Name)

Student's past experiences in agricutlure/horticulture: ______________________________

____

____

Student's current involvement in agriculture/horticulture: ______________________________

____

____

Observed student interest: ______________________________

____

Parents' wishes for the student: ______________________________

____

Opportunities for student to have S.O.E. program: ______________________________

____

Other observations: ______________________________

____

____

____

____

M-I-B-2-22

SAMPLE LETTER

Date

To: Parents of Beginning Agricultural/Horticultural Occuaptions Students

From:

Subject: Preliminary Planning for Student's S.O.E. Programs.

We are beginning an area of study in agricultural or horticultural occuations dealing with "Supervised Occupational Experience Programs," often abbreviated as S.O.E. What is S.O.E.? It consists of all supervised agricultural experiences of educational value obtained outside of class by your daughter/son. These experiences are supervised by you, me, and/or other adults. They encourage "learning by doing" and allow students to apply practices and principles learned in the classroom and to develop new skills in agriculture or horticulture.

Most S.O.E. programs include production projects, improvement projects, and agricultural/horticultural skills. Enclosed is a listing of some alternatives and examples of each (Teacher's Key – S.O.E. Worksheet 1 from Problem Area 1).

The options and possibilities are many. I am asking for your support in helping your child to choose and plan his/her S.O.E. program. These decisions will be based on your child's interests, abilities, and previous experiences. Facilities and other resources will also be factors.

We are planning on having you formally involved in this selection and planning process in a

meeting to be held at the ______________________________
(place)
on ______________________ at ______________. Please mark this on your calendar.
(date) (time)
I will be sending you additional information concerning the program for the meeting.

Thank you for your cooperation and assistance. I feel sure your son/daughter will be asking your opinions and ideas. A great deal of their education in agriculture depends upon their S.O.E. program. I know your child will appreciate your advice, guidance, and interest in this most important step. I will be helping out from this end, too!

Enclosure

SAMPLE FOLLOW–UP LETTER

Date

To: Parents of Beginning Agricultural Occupations Students

From:

Subject: Confirmation of S.O.E. Meeting Plans

This is a reminder of the meeting for beginning agricultural or horticultural occupations students and their parents to be held on ____________________________________, ______, in the agriculture/horticulture classroom at the ____________________________high school.

The meeting will focus on the results of your son's/daughter's inventoried interest in agriculture/horticulture, ways agriculture or horticulture students can gain practical experience in agriculture/horticulture, and review of a supervised occupational experience program plan for your son/daughter.

Your son/daughter has completed an interest inventory in agriculture in an attempt to determine his/her interest in agriculture/horticulture. The results show that _______________ has an interest in the agriculture areas checked:

Animals __________, Plants __________, Mechanics __________, Business __________.

Your presence at the meeting will be very important. Decisions will be made by you and your son/daughter that will be used in future work. I will look forward to seeing you at the meeting.

S.O.E. EVALUATION FORM 1

STUDENT SELF–RATING SHEET

1. Name ______________________________

2. Title of unit ______________________________

3. Accomplishments and self-ratings.

Assignment	Self-Rating			
	Excellent	Good	Fair	Poor
1. Answers to Problem and Concerns recorded in my notebook				
2. S.O.E. Worksheet 1 (from P. A. No. 1)				
3. S.O.E. Worksheet 2 (from P. A. No. 1)				
4. S.O.E. Worksheet 3				
5. S.O.E. Worksheet 4				
6. S.O.E. Worksheet 5				
7. Participation in Parent's Night				

UNIT B: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: KEEPING RECORDS ON A SOE PROGRAM

SUGGESTIONS TO THE TEACHER:

This problem area should be taught to freshmen or beginning students before they are ready to begin their SOE programs. The problem area includes two record keeping activities. The booklet entitled "My Plant Diary" involves some elementary record keeping skills which students can begin to practice in early fall. All students should be able to keep the plant diary on one or more plants. Students may elect to start and grow a house plant, a bush, a shrub or a tree. To maximize learning, students should be encouraged to have more than one plant and they should be encouraged to start with a new plant or to try and pot their own plant rather than use one already established.

The fruit or vegetable record book problem may be taught in the fall or delayed until the spring semester before students are ready to begin their garden projects. Students who cannot conduct a garden project should be expected to expand their plant diary program.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The Problem for Use with the Fruit or Vegetable Production Record Book and the Teacher's Key were prepared by Dr. John Herbst, Vocational Agriculture Service. The Plant Diary was adapted from the Plant Record Book developed by Robert Brown, former horticulture teacher at DeKalb High School and Glenn Curl, former horticulture teacher at Rochelle High School. The other parts of the teaching packet were prepared by Dr. Paul Hemp, Agricultural Education Division, University of Illinois.

TEACHER'S GUIDE

I. Unit: Supervised occupational experience

II. Problem area: Keeping records on an urban supervised occupational experience program

III. Objectives: At the end of this problem area, the students will--

1. Know what kinds of records need to be kept on individual plants and on vegetable or fruit production projects.
2. Be able to properly record entries in the Plant Diary and the Fruit or Vegetable Production Record Book.
3. Understand the reasons why records should be kept on an SOEP.
4. Be able to define and use important record book terms.

IV. Suggested interest approaches:

1. Ask class to name the kinds of records they keep at home. List on board examples such as savings account records, income tax records, health records, birthdates, etc.
2. Ask class to indicate why these records are kept and how they are used.
3. Ask class if they ever played football or other game and didn't keep score. Discuss why the "score" is important in a game and how record keeping is similar to keeping score.
4. Explain to the class that each student is expected to have an SOEP and that records must be kept on the SOEP. Assure the students that they will learn how to keep these records during the next few days.
5. Raise the lead question, "What do I have to know about record keeping in order to keep my SOEP records?"

V. Anticipated problems and concerns of students:

1. What records will I have to keep?
2. Where will I obtain record books?
3. What information is kept in the record book?

4. Why are records important?

5. When should records begin and end?

6. Should I use a pen or pencil to make my entries? Why?

7. How often should I make entries?

8. What is a business agreement and how is it used?

9. What is a budget and what does it include?

10. What is the purpose of a budget?

11. What is a beginning inventory? an ending inventory?

12. How can I set up and use a depreciation schedule?

13. How is profit figured?

14. What is an approved practice? Where are these practices entered in the record books?

15. What is a net worth statement? How is it used?

16. What are the main sections of each record book and how is each section used?

17. Which FFA awards are based on record books?

VI. Suggested learning activities and experiences:

1. Have the class identify their problems and concerns and record them on the chalkboard to stimulate their thinking and to use as a basis for attacking the problem area.

2. Conduct a class discussion to solve these problems and concerns which class members can solve from their past experiences and their present knowledge of the subject.

3. Distribute copies of "My Plant Diary" and go through it with the class to explain how each section might be filled out.

4. Distribute copies of the Fruit or Vegetable Production Record book and go through it with the class to give them an overview of what is included in the book and how the different sections are used.

5. Go back to the list of problems and concerns and assist class in formulating suitable solutions. Use Information Sheet to explain record keeping terms.

6. Have class members work the problem for the Fruit or Vegetable Production Record Book. Use Teacher's Key to check student entries.

VII. Application procedures:

1. Supply each class member with a copy of My Plant Diary and explain how the book might be used as a part of their SOE program.
2. As soon as students have decided what they will have for their SOEP, provide them with the proper record book or books and have them start their project records.
3. Throughout the year, check and grade student record books at least once each grading period to see that entries have been made properly.

VIII. Evaluation:

1. Evaluate and grade work of students on practice problems.
2. Administer test using Test Questions included with this packet.

IX. References and aids:

1. Fruit or Vegetable Production Record Book and My Plant Diary available from Vocational Agriculture Service.
2. Problem for Use with Fruit or Vegetable Production Record Book and Key to Problem available from Vocational Agriculture Service.

INFORMATION SHEET

RECORD BOOK TERMS AND DEFINITIONS

1. Business agreement--A written plan showing how a student and his or her parents or guardians will share income and expenses for a SOE project.

2. Budget--Expected income and expenses from a project or other enterprise during a designated period of time.

3. Asset--Items or resources owned.

4. Liability--Financial claims against an individual or firm (debts).

5. Beginning inventory--A list of things you own at the beginning of the undertaking and the value of each thing.

6. Ending inventory--A list of things you have on hand at the close of the undertaking together with their values.

7. Net worth statement--A statement listing the assets and liabilities of an individual or firm.

8. Depreciation--The reduction in value that occurs due to exhaustion, wear, tear, and obsolescence.

9. Approved practice--Practices considered to be advisable for your project or enterprise.

10. Notes and observations--Important information which describes the progress of your project and the conditions or events which affected it.

MY PLANT DIARY

Name ______________________________

Year in school ______________________

Date started ________________________

Date completed ______________________

M-I-B-3-9

Name ________________________

Course ________________________

COMMON NAME OF MY PLANT ________________________

OTHER NAMES ________________________

PLANT FAMILY ________________________

SCIENTIFIC NAME: GENUS ____________ SPECIES ____________

SKETCH OF MY PLANT

ROOT SKETCH

LEAF SKETCH

FLOWER SKETCH (Show parts)

COLOR OF FLOWER AND DESCRIPTION ________________________

COLOR OF LEAF AND DESCRIPTION OF LEAF ________________________

M-I-B-3-10

PLANT INFORMATION

1. Growth rate of plant

2. Height and width at full maturity

3. Other unusual characteristics

   Uses

4. Possible landscape use of my plant

5. Plant history and origin

6. Ways of identifying my plant

PLANT CARE AND MANAGEMENT

1. Amount and kind of light needed ______

   Foot candles: ______

2. Soil or media (a) ______

   ______ (b) ______

3. Kind, amount and rate of fertilizer ______

4. Possible pest and control methods ______

   Pesticide ______

   Organic ______

5. Correct temperatures for plant ______

6. Correct amount of water for my plant: ______

7. Special care inside and outside of the (a) greenhouse ______

   ______ (b) house ______

8. Special treatment for the plant to flower ______

NOTES AND OBSERVATIONS

Date	Notes	Date	Notes

APPROVED PRACTICES

Practice	Time or Date		Remarks — results and explanations
	To be done	Completed	

METHODS OF PROPAGATING MY PLANT

1. Sexually (seed treatment)

2. Asexually (describe)

FINANCIAL SUMMARY

1. Income (including plant value at end of the year)

2. Number of plants I have produced or grown this year

3. Cash costs (items purchased)

4. Self labor (hours)

MY PLANT DIARY

STUDENT'S EVALUATION BY TEACHER

Instructor

Date

This Plant Diary was adapted from My Plant Record Book prepared by Robert Brown, former vocational agriculture teacher at DeKalb, Illinois and Glenn Curl, former vocational agriculture teacher at Rochell, Illinois.

Additional copies of this Plant Diary are available from Vocational Agriculture Service, University of Illinois, 436 Mumford Hall, 1301 W. Gregory Drive, Urbana, Illinois 61801.

The Illinois Vocational Agriculture Service provides equal opportunities in programs and employment.

PROBLEM FOR USE WITH FRUIT OR VEGETABLE PRODUCTION RECORD BOOK

The major objective of this problem is to help you learn how to keep records for a garden enterprise. The record keeping abilities should also carry over to other kinds of enterprises. Keep in mind that accuracy and thoroughness are two very important criteria with regard to records. This problem is designed for use with the Fruit or Vegetable Production record book which is also available from Vocational Agriculture Service, 434 Mumford Hall, Urbana, IL 61801. The information is to be entered on pages 1-12 of the book.

Information Concerning Business Agreement

Sarah A. Brown is a freshman at Westmoreland High School, Westmoreland, Illinois during the 1980-81 school year. The record will be primarily for 1981, but the plans will be made and some of the activities started before that. The kind of enterprise is vegetable garden.

Income. Sarah will be paid for all of the produce that can be used at home from this enterprise. Prices will be based on those prevailing at the Fruit and Vegetable Market on Fifth Street in Dover, Illinois, a suburb where they normally shop during the summer. When quantities are greater than can be used at home, she can sell to relatives or friends. She will receive 100% of the products produced and also 100% of the income from showing the products.

Expenses. She will pay for all seed, plants, and seed treatments and for all equipment expenses, except for the use of equipment that her parents already have. She will also pay for any spray or dusting materials that are needed for insect or disease control. She is to pay her parents $8 for renting the garden during the course. If she hires any labor, she is to pay for it and also will pay all direct expenses in exhibiting the products.

Sarah's mother, Delores Brown, and her teacher, Drucilla Jones, also sign the business agreement.

Plans for the Garden

The time for which plans are made is the period between November 1, 1980 and September 30, 1981. The plot chosen is 48 feet by 42 feet. The northeast corner of her plot is a little low; otherwise drainage is o.k. She plans to buy her seed at the Pickard Garden Center in Dover. Cabbage and tomatoes will be set out as plants.

A nearby dairy farm has agreed to give her some manure for use in the fall before plowing. She can use her Dad's trailer for hauling the manure. Bill Smith has agreed to do the plowing for $6.00. She will do the planting herself with the first planting about April 1. She plans to loosen the soil with her Dad's push cultivator and a hoe before planting. She will also use these tools to kill weeds between the rows and will also need to pull some weeds between plants in the rows. Her parents will buy most of her products. She will sell the remainder to relatives or neighbors.

Equipment and tools include a push cultivator, garden rake, garden hoe, and sprayer. These all belong to her parents, and she can use them without any additional charges, unless repairs are needed.

Fruit or Vegetable Selection

Sarah will have two varieties of peas--Alaska and Little Marvel. They are frost hardy and should be planted early, about 1 inch apart in rows 18 to 24 inches and at a depth of 1 to 1½ inches. Red radishes are a cool season crop and rapid maturing. Space between plants is ½ to 1 inch in rows 18 to 24 inches. Planting depth is ¼ to ½ inch. Leaf lettuce is fairly hardy and should be seeded at the rate of about 10 seeds per foot (later thinned to 4 inches) in rows 12 to 18 inches apart and ¼ to ½ inch deep. Cabbage is hardy; plants should be spaced from 9 to 18 inches in the row with rows 18 to 30 inches apart. Carrots are hardy: seed should be planted about 2 seeds per inch in 12 to 24 inch rows and ¼ to ½ inch deep. Swiss chard is tolerant to moderate frost; it should be seeded 8 to 10 seeds per foot in rows 18 to 24 inches apart and ½ to 3/4 inch deep.

Green beans are a warm season crop. Two varieties are chosen--Tendergreen and Slim Green. The space between plants should be about 2 inches in rows 18 to 24 inches apart and a planting depth of 1 inch. Two varieties of sweet corn, Golden Beauty and Gold Winner, are chosen. The first variety is early and the second, medium. Space between plants should be 9 to 12 inches and between rows, 24 to 36 inches, with a planting depth of about 1 inch. Two varieties of tomatoes are chosen, Big Boy and Pink Lady. Tomatoes are set out about 24 inches apart in 24 to 48 inch rows. Muskmelons are spaced 18 to 24 inches apart with several seeds per hill. Rows are 48 to 72 inches apart, with seeds planted about an inch deep. Sweet corn, tomatoes, and muskmelons are warm season crops.

Varieties and Characteristics

Alaska peas are extra early; Little Marvel are also early but not wilt resistant. Red Prince radishes are wilt resistant. Oak leaf lettuce is resistant to tipburn. Market Topper cabbage is a hybrid, with about 73 days to harvest. Gold Nugget carrots are a 3- or 4-inch long variety. Geneva Swiss Chard has a white midrib. Tendergreen and Slim green beans are both resistant to bean mosaic. The first variety takes about 53 days to harvest and the second, about 60 days. Golden Beauty sweet corn takes about 68 days to harvest and Gold Winner about 80 days to harvest. Both varieties are resistant to bacterial wilt. Big Boy tomatoes are a hybrid with large red fruit; Pink Lady tomatoes have pink, medium-sized fruit. Gold Star muskmelons take about 87 days to harvest and are resistant to fusarium wilt.

Plan and Layout: Scale: ½ inch = 3 feet; width, 42 feet; length, 48 feet.

Row No.	Row Width	Planting Date	Kind of Crop
1	18"	April 5	S½ leaf lettuce; N½ peas
2	18"	April 5	S½ red radishes; N½ peas
3	18"	April 5	peas
4	18"	April 5	peas
5	18"	April 20	peas (2nd planting)
6	18"	April 20	peas (2nd planting)
7	24"	April 20	cabbage
8	24"	April 20	Swiss chard
9	24"	April 20	carrots
10	24"	May 10	green beans
11	24"	May 10	green beans
12	24"	May 10	green beans
13	24"	May 10	sweet corn
14	24"	May 10	sweet corn
15	24"	May 10	sweet corn
16	30"	May 20	sweet corn
17	30"	May 20	sweet corn
18	30"	May 20	tomatoes
19	30"	May 25	tomatoes
20	48"	May 25	muskmelons

Insect and Disease Control Schedule

Spray for aphids on beans about June 1. Use Sevin. She sprayed on June 8, as she had not noticed any before that. Spray for aphids on cabbage about June 1. She sprayed on June 8 at the same time as for beans. Watch for hornworms on tomatoes. Hand pick or spray with Sevin. She found 2 worms in late July.

Approved Practices

Apply manure on November 10. She obtained it from the dairy farm and applied it on November 1. Draw garden plan by February 20. She finished it on February 10. Spray for aphids when they are first seen. She sprayed the beans and cabbage on June 8 and beans on June 27.

Notes and Observations; Expenses; Labor; Home Use and Sale of Products

Nov. 1, 1980	Applied manure from Parker Dairy Farm.
Nov. 1	Applying manure, 2 hours labor.

	8	Bill Smith plowed my garden.
	8	Paid Bill Smith $6.00 for plowing.
Feb.	28, 1981	Bought seed - lettuce, radishes, peas, carrots, Swiss chard, $4.78
Mar.	28	Bought seed - beans, sweet corn, muskmelons, $5.28
Apr.	3	Loosened soil in preparation for planting.
	3	Labor for loosening soil, 2 hours.
	4	Planted Alaska peas, leaf lettuce, and red radishes.
	4	Labor for planting peas, etc., 1 hour.
	20	Bought cabbage plants, $1.50.
	20	Set out cabbage plants; planted carrots, Little Marvel peas, and Swiss chard.
	20	Labor for planting cabbage, etc., 1½ hours.
	22	We had about 1½ inches of rain today.
	30	Lettuce, peas, and radishes are all looking good.
May	1	Home use of 3 bunches of radishes @ 50 cents, $1.50.
	10	Planted green beans and sweet corn.
	10	Labor for planting beans and corn, 2 hours.
	10	Home use of 2 bunches of radishes @ 50 cents, $1.00.
	15	It rained about 2 inches the past 2 days.
	20	Home use of lettuce, 4 times @ 65 cents, $2.60.
	20	Bought tomato plants, $3.75.
	20	Set out tomato plants and planted later sweet corn.
	20	Planting corn and tomatoes, 2½ hours.
	23	Cultivated or hoed most of garden, 3 hours.
	25	Planted my muskmelons today.
	25	Labor for planting muskmelons, 1 hour.
	28	We had ½ inch of rain.
	30	Home use of lettuce, 3 times @ 60 cents, $1.80.
	31	Picking crops to date, 1 hour.
June	1	Paid parents for rent of garden, $8.00.
	1	Paid for Sevin insecticide, $1.76.
	5	Home use of Alaska peas, 4 pounds @ 60 cents, $2.40.
	5	Labor for cultivating and hoeing, 1½ hours.
	8	I sprayed my beans and cabbage for aphids.
	8	Labor for spraying, ¼ hour.
	9	Home use of Alaska peas, 4 pounds @ 60 cents, $2.40.
	12	Home use of Alaska peas, 3 pounds @ 60 cents, $1.80.
	15	It rained about an inch.
	18	We had Swiss chard twice. I am giving the rest to Aunt Beulah because she promised to buy peas from me.
	18	Home use of Swiss chard, 2 times @ 45 cents, $.90.
	19	Labor for hoeing, 1½ hours.
	20	Home use of Little Marvel peas, 4 pounds @ 50 cents, $2.00.
	20	Home use of cabbage, 3 heads @ 75 cents, $2.25.
	25	Cultivating, 1 hour.
	27	I sprayed my beans again.
	29	We had about 1½ inches of rain during the past week.
	30	Picking crops to date, 2½ hours.
	30	Sold Little Marvel peas to Aunt Beulah, 10 pounds @ 50 cents, $5.00.
	30	Sold cabbage to Aunt Beulah, 3 heads @ 75 cents, $2.25.

July	2	Home use of cabbage, 2 heads @ 75 cents, $1.50.
	2	Home use of green beans, 9 pounds @ 60 cents, $5.40.
	7	Sold green beans to Uncle Fred, 12 pounds @ 55 cents, $6.60.
	10	I pulled 15 carrots we can use; blight has affected the rest.
	10	Home use of carrots, 2 bunches @ 60 cents, $1.20.
	14	Labor for hoeing, 1½ hours.
	14	Home use of green beans, 7 pounds @ 50 cents, $3.50.
	16	I picked 12 ears of corn. A lot more will be ready in a few days.
	16	Home use of sweet corn, 1 dozen, $1.25.
	18	Sold sweet corn to Uncle Fred, 3 dozen @ $1.25, $3.75.
	21	Sold sweet corn to Aunt Beulah, 5 dozen @ $1.20, $6.00.
	23	Home use of sweet corn, 1 dozen, $1.20.
	25	Labor for hoeing, 1½ hours.
	31	Labor for picking crops to date, 2½ hours.
Aug.	1	Home use of Gold Winner sweet corn, 1 dozen, $1.20.
	5	Sold Gold Winner sweet corn to Dick Robbins, 4 dozen @ $1.20, $4.80.
	5	Labor for hoeing, 1 hour.
	7	Sold tomatoes to Elsie Robbins, 2 bushels @ $11.00, $22.00.
	9	Dick and Elsie Robbins said they really liked my sweet corn and tomatoes.
	28	Home use of tomatoes for 4 weeks, ½ bushel @ $10.00, $5.00.
	30	Sold muskmelons to Fifth Street Market, 25 @ 50 cents, $12.50.
	31	Labor for picking and selling crops, 3 hours.
Sept.	10	Home use of muskmelons for 2 weeks, 7 @ 50 cents, $3.50.
	10	Labor for picking crops, 1 hour.
	20	Labor for cleaning garden, 2½ hours.

Summary

Complete the summary. Use $2.00 per hour for student's labor. (Part of the work is for education; also, it would be difficult to get a paid job for an hour or two per day.)

Show Record

Aug. 16	Entered tomatoes at Section AA fair. Two entries. Entry fee, $2.00 total. Placed first, $6.00 and second, $4.00. Total of 4 hours in showing. However, I am charging my show record for only 2 hours because half of the time can be justified for education and recreation.

Financial Statement

Assets at beginning (November 1, 1980):

Cash on hand, $22.00; Cash in checking account, $75.00; Cash in savings account, $140.00; Market value of bonds, $750.00; Life insurance (cash value) $50.00;

3 speed bicycle, $55.00

Assets at end (September 30, 1980):

Cash on hand, $25.00; Cash in checking account, $95.00; Cash in savings account, $180.00; Market value of bonds, $795.00; Life insurance (cash value) $55.00; 3 speed bicycle, $50.00

Liabilities:

At the beginning, I owed parents $20.00 for bicycle; this was reduced to $10.00 at the end.

KEY TO PROBLEM
FRUIT or VEGETABLE PRODUCTION
Record Book

Name of Student Sarah Brown Year 1981

Enterprise Vegetable Garden

BUSINESS AGREEMENT FOR FRUIT OR VEGETABLE ENTERPRISE

It is agreed by the undersigned that the student Sarah A. Brown

shall share in the income and expenses of his/her Vegetable Garden Enterprise

as planned in his/her record as follows: She will be paid for all produce that can be used at home at the same price as at the Fruit and Vegetable Market on Fifth Street in Dover.

INCOME OR CREDITS. THE STUDENT SHALL:

A. receive 100 % of the products produced or the value thereof.

B. receive 100 % of the income from showing of the products.

EXPENSES OR DEBITS. THE STUDENT SHALL:

A. pay for 100 % of all seed plants and seed treatments.

B. pay for 100 % of all machinery and equipment expenses.

C. pay for 100 % of all readily soluble fertilizers and insecticides.

D. pay other miscellaneous items as follows

$8.00 for rent of garden

E. pay for 100 % of labor other than his/her own.

F. pay 100 % of the expenses in exhibiting the products.

G. Pay for other expenses as follows

IT IS FURTHER AGREED THAT THE STUDENT, WITH THE COOPERATION OF HIS/HER PARENT AND TEACHER, SHALL BE RESPONSIBLE FOR KEEPING ACCURATE AND COMPLETE RECORDS UPON WHICH THE ABOVE SHARING OF INCOME AND EXPENSES SHALL BE BASED.

SIGNED Sarah Brown STUDENT

Delores Brown PARENT

Drucilla Jones TEACHER

M-I-B-3-21

Name of Student Sarah Brown Year in school Freshman

Name and location of school Westmoreland High School, Westmoreland, Illinois

Plans and goals for the year from November 4 1980 to September 30, 1981

SIZE AND NATURE OF ENTERPRISE PLANNED

What are the dimensions of the plot? 48' X 42' Area in square feet 2,016

Is draining a problem? Is the edge low or high in relation to the yard and other area?

Northeast corner is a little low.

Where will you obtain the seed? Pickard Garden Center in Dover.

What crops, if any, will you set out as plants and not seed? Cabbage and tomatoes

Where will you get the plants you plan to set out? Pickard Garden Center

PRODUCTION PLANS:

Seedbed preparation Bill Smith will plow in fall for $6.00.

Planting plans I will do the planting; first planting about April 1.

Fertilizer program Manure in fall from Dairy farm before plowing. Free for hauling. Can use Dad's trailer.

Plans for weed control Loosen soil with push cultivator & hoe before planting; use hoe or push cultivator between rows for weed control. Pull weeds in rows.

Harvesting: How do you plan to dispose of your products?

Parents will buy most of products. I will sell remainder to relatives or neighbors.

EQUIPMENT AND TOOLS: List the equipment and tools you have available for use for this enterprise.

Push cultivator – belongs to parents. I can use it.

Garden rake – I can use the one at home.

Garden hoe – I can use the one at home.

Sprayer – can use ours.

FRUIT OR VEGETABLES SELECTION CHART

List the fruits or vegetables you plan to grow and the following about each.

Group plants together for HARDINESS*

Fruit or Vegetable	Hardiness or time of planting	Spacing between plants	Distance between rows	Planting depth
Peas	Plant early; Frost hardy (Alaska, Little Marvel)	1"	18 to 24"	1 to 1½"
Red radishes	Cool season, fast maturing	1/2 to 1"	18 to 24"	1/4 to 1/2"
Leaf lettuce	Fairly hardy	10 seeds/foot; thin to 4 in.	12 to 18"	1/4 to 1/2"
Cabbage	Hardy	9 to 18"	18 to 30"	Set out plants
Carrots	Hardy	2 seeds/in.	12 to 24"	1/4 to 1/2"
Swiss chard	Tolerant to moderate frost	8 to 10 seeds/ft.	18 to 24"	1/2 to 3/4"
Green beans	Tendergreen + Slim Green Warm season	2"	18 to 24"	1"
Sweet corn	Golden Beauty - early Warm season	9 to 12"	24 to 36"	1"
Sweet corn	Gold Winner - medium warm season	9 to 12"	24 to 36"	1"
Tomatoes	Big Boy + Pink Lady Warm season	24"	24 to 48"	Set out plants
Muskmelons	Ambrosia warm season	18 to 24"	48 to 72"	1"

*HARDINESS: This classification is used to determine earliest safe date to plant vegetables. Hardy, plant as soon as the ground can be prepared; Half-hardy, plant 2 weeks before average date of 32° freeze in the spring; Tender, plant from date of last freeze to two weeks later; Very-tender, plant these 3 weeks after last average 32° freeze in Illinois. (Circular 1150 -- Vegetable Gardening for Illinois.)

FRUIT OR VEGETABLES — VARIETIES AND CHARACTERISTICS

Fruit or Vegetable	Variety	Characteristics
Peas	Alaska	Extra early
Peas	Little Marvel	Early, but not wilt resistant
Red radishes	Red Prince	Wilt resistant
Leaf lettuce	Oak Leaf	Resistant to tipburn
Cabbage	Market Topper	Hybrid - 73 days to harvest
Carrots	Gold Nugget	3 or 4 inch variety
Swiss chard	Geneva	Has white midrib
Green beans	Tendergreen	53 days to harvest; resistant to bean mosaic
Green beans	Slim Green	60 days to harvest; resistant to bean mosaic
Sweet corn	Golden Beauty	68 days to harvest; resistant to bacterial wilt
Sweet corn	Gold Winner	80 days to harvest, resistant to bacterial wilt
Tomatoes	Big Boy	Hybrid; large red fruit
Tomatoes	Pink Lady	Hybrid; medium size pink fruit
Muskmelons	Gold Star	87 days to harvest; resistant to fusarium wilt

PLAN AND LAYOUT

Below draw in the plants and indicate the approximate planting dates. Scale: ½" = 3 feet; 1" = 6 feet.
Width = 42 feet; Length = 48 feet.

		Row No. & Width		Planting Date
LEAF LETTUCE	PEAS	1	18"	4-5
RED RADISHES	PEAS	2	18"	4-5
PEAS		3	18"	4-5
PEAS		4	18"	4-5
PEAS (SECOND PLANTING)		5	18"	4-20
PEAS (SECOND PLANTING)		6	18"	4-20
CABBAGE		7	24"	4-20
SWISS CHARD		8	24"	4-20
CARROTS		9	24"	4-20
GREEN BEANS		10	24"	5-10
GREEN BEANS		11	24"	5-10
GREEN BEANS		12	24"	5-10
SWEET CORN		13	24"	5-10
SWEET CORN		14	24"	5-10
SWEET CORN		15	24"	5-10
SWEET CORN		16	30"	5-20
SWEET CORN		17	30"	5-20
TOMATOES		18	30"	5-20
TOMATOES		19	30"	5-25
MUSKMELONS		20	48"	5-25

NOTES AND OBSERVATIONS

Date	Notes	Date	Notes
Nov. 1, 1980	Applied manure from	May 28	We had a ½-inch rain.
	Parker Dairy Farm	June 8	I sprayed my beans
Nov. 8	Bill Smith plowed		and cabbage for aphids.
	my garden.	June 15	It rained about
April 3, 1981	Loosened soil in		an inch.
	preparation for planting.	June 18	We had Swiss chard
April 4	Planted Alaska peas,		twice. I am giving the
	leaf lettuce, & red radishes.		rest to Aunt Beulah
April 20	Set out cabbage plants;		because she promised to
	planted carrots, Little Marvel		buy peas from me.
	peas, and Swiss chard.	June 27	I sprayed my beans again.
April 22	We had about 1½ inches	June 29	We had 1½ inches of rain
	of rain today.		during the past week.
April 30	Lettuce, peas, and	July 10	I pulled 15 carrots we can use;
	radishes are all looking		blight has affected the rest.
	good.	July 16	I picked 12 ears of corn. A
May 10	Planted green beans		lot more will be ready
	and sweet corn.		in a few days.
May 15	It rained about 2	Aug. 9	Dick and Elsie Robbins
	inches the past 2 days.		said they really liked
May 20	Set out tomato plants		my sweet corn & tomatoes.
	and planted later		
	sweet corn.		
May 25	Planted my		
	muskmelons today.		

EXPENSES

Date	Item	Total amount	Machinery, Tillage, etc.	Plants, Seed	Chemicals, Fertilizer	Misc.
11-8-80	Paid Bill Smith for plowing	$ 6.00	$ 6.00			
2-28-81	Bought seed - lettuce,					
	radishes, peas, Swiss chard, Carrots	4.78		$ 4.78		
3-28	Bought seed - beans					
	sweet corn, muskmelons	5,28		5,28		
4-20	Bought cabbage plants	1,50		1,50		
5-20	Bought tomato plants	3.75		3.75		
6-1	Paid farmer's rent for garden	8,00				rent $ 8,00
6-1	Paid for Sevin insecticide	1.76			$ 1.76	
	Totals	$ 31,07	$ 6.00	$ 15,31	$ 1.76	$ 8,00

LABOR

Date	Kind of work	Self Hrs.	Hired labor Hrs.	Hired labor Cost
11-1-80	Applying manure	2		
4-3-81	Loosened soil in preparation for planting	2		
4-4	Planting peas, etc.	1		
4-20	Planting cabbage, etc.	1½		
5-10	Planting beans and corn	2		
5-20	Planting corn and tomatoes	2½		
5-23	Cultivating or hoeing garden	3		
5-25	Planting muskmelons	1		
5-31	Picking crops to date	1		
6-5	Cultivating + hoeing	1½		
6-8	Spraying	¼		
6-19	Hoeing	1½		
6-25	Cultivating	1		
6-30	Picking crops to date	2½		
7-14	Hoeing	1½		
7-25	Hoeing	1½		
7-31	Picking crops to date	2½		
8-5	Hoeing	1		
8-31	Picking + selling crops	3		
TOTAL - to next col.		32¼		

Date	Kind of work	Self Hrs.	Hired labor Hrs.	Hired labor Cost
	Brought forward	32¼		
9-10	Picking crops	1		
9-20	Cleaning garden	2½		
TOTAL		35¾		
Student's share		XXX	%	

INSECT AND DISEASE CONTROL SCHEDULE

Crop	Disease – Insect	Control to Use	Date and Remarks and Observations
Beans	Aphids	Sevin spray	About June 1. Sprayed on June 8. None noticed before that.
Cabbage	Aphids	Sevin spray	Sprayed on June 8, same time as for beans.
Tomatoes	Hornworms	Handpick or spray with Sevin	Found 2 worms in late July.

APPROVED PRACTICES

Practice	Time or Date to be done completely	Remarks, Results, etc.
Apply manure	November 10	Applied on Nov. 1
Draw garden plan	February 20	Finished on Feb. 10
Spray for aphids	When first seen	Sprayed beans + cabbage on June 8

HOME USE AND SALE OF PRODUCTS

Date	Kind of Product	Where used-- sold, canned, freezer, table	Quantity-- lbs., quarts, bunches, etc.	Value per unit	Total Value
5-1	Radishes	Home	3 bunches	$ .50	$ 1.50
5-10	Radishes	Home	2 bunches	.50	1.00
5-20	Lettuce	Home	4 times	.65	2.60
5-30	Lettuce	Home	3 times	.60	1.80
6-5	Peas (Alaska)	Home	4 pounds	.60	2.40
6-9	Peas (Alaska)	Home	4 pounds	.60	2.40
6-12	Peas (Alaska)	Home	3 pounds	.60	1.80
6-18	Swiss chard	Home	2 times	.45	.90
6-20	Peas (Little Marvel)	Home	4 pound	.50	2.00
6-20	Cabbage	Home	3 heads	.75	2.25
6-30	Peas (Little Marvel)	Sold to Aunt Beulah	10 pounds	.50	5.00
6-30	Cabbage	Sold to Aunt Beulah	3 heads	.75	2.25
7-2	Cabbage	Home	2 heads	.75	1.50
7-2	Green beans	Home	9 pounds	.60	5.40
7-7	Green beans	Sold to Uncle Fred	12 pounds	.55	6.60
7-10	Carrots	Home	2 bunches	.60	1.20
7-14	Green beans	Home	7 pounds	.50	3.50
7-16	Sweet corn	Home	1 dozen	1.25	1.25
7-18	Sweet corn	Sold to Uncle Fred	3 dozen	1.25	3.75
7-21	Sweet corn	Sold to Aunt Beulah	5 dozen	1.20	6.00
7-23	Sweet corn	Home	1 dozen	1.20	1.20
8-1	Sweet corn (Gold Winner)	Home	1 dozen	1.20	1.20
8-5	Sweet corn (Gold Winner)	Sold to Dick Robbins	4 dozen	1.20	4.80
8-7	Tomatoes	Sold to Elsie Robbins	2 bushels	11.00	22.00
8-28	Tomatoes	Home use - 4 weeks	1/2 bushel	10.00	5.00
8-30	Muskmelons	Sold to Fifth Street Market	25	.50	12.50
9-10	Muskmelons	Home Use - 2 weeks		.50	3.50

Total Home Use and Sales $105.30

SUMMARY – FRUIT OR VEGETABLE ENTERPRISE

Name Sarah Brown

Date Sept. 30, 1981

A. Home use and sale of products (p.10) $ 105.30

B. Seed and plant expenses (p.9) $ 15.31

C. Returns to garden (A minus B) $ 89.99

D. Machinery–tillage & misc. (p.9) $ 14.00

E. Chemicals–fertilizer (p.9) $ 1.76

F. Total expenses for D and E $ 15.76

G. Labor and management earnings (C minus F) $ 74.23

H. Labor 35 3/4 hours at $2.00 per hour $ 71.50

I. Management earnings (G minus H) $ 2.73

J. Net income from showing garden $ 4.00

Show Record

Hours	Date	Fair	Entry	Place & Premium
4	8-16	Section AA	Tomatoes	1st $6.00
			Tomatoes	2nd 4.00

Showing Expense

Date	Item	Amount
8-16	Tomatoes	Entry fee – $2.00 total
	4 hr. labor – half for education & recreation	2 hr at $2.00 = 4.00

Showing Record Summary

Income $10.00

Expenses 6.00

New Income $4.00

MY FINANCIAL STATEMENT

YEAR: BEGINNING November 1, 19 80 ENDING September 30, 19 81

	Beginning of year	End of year
ASSETS:		
Cash on hand	$22.00	$25.00
Cash in checking account	75.00	95.00
Cash in savings account	140.00	180.00
Market value of stocks or bonds	750.00	795.00
Life insurance (cash value)	50.00	55.00
Accounts receivable		
Value of Land, Buildings, & Equipment		
Value of Livestock, Crops, & Feed		
Other Assets (List) 3 speed bicycle	55.00	50.00
TOTAL ASSETS	$1,092.00	$1,200.00
LIABILITIES:		
Unpaid bills		
Accounts payable		
Notes (to be paid)		
Other Liabilities (List)		
Bicycle - owe parents	$20.00	$10.00
TOTAL LIABILITIES	$20.00	$10.00
STUDENT'S NET WORTH	$1,072.00	$1,190.00
STUDENT'S CHANGE IN NET WORTH		$+118.00

WHICH RECORD BOOKS SHOULD I USE?

I. For productive enterprises such as Corn Production , Swine Production , or Crop Specialty, use.....

Records of My Supervised Experience Program
Available from The Interstate Printers and
Publishers, Inc. Danville, Illinois.

II. For improvement projects such as Safety, Home and Farmstead Beautification, Fish and Wildlife Management, use.....

Records of My Supervised Experience Program
Available from Vocational Agriculture Service
436 Mumford Hall, Urbana, Illinois

* Select books to match desired project.

III. For cooperative programs (placement-employment for juniors or seniors), use......

Supervised Employment Experience Record Book
In Agricultural Occupations (blue cover)
Available from The Interstate Printers and
Publishers Inc. Danville, Illinois.

IV. For self-employed students in agribusiness , use......

Blue cover book plus Sales and Service
Self Employment Supplement
Available from Vocational Agriculture Service
436 Mumford Hall, Urbana

V. For other programs and/or exceptions , your teacher should contact the State FFA Advisor , FFA Executive Secretary, or your Section IAVAT Chairman.

REASONS FOR KEEPING AGRICULTURAL BUSINESS RECORDS

1. To determine profit or loss.
2. To observe financial progress over a period of years.
3. To determine which enterprises are profitable.
4. To provide a basis for sound management decisions.
5. To furnish information for income tax returns.
6. To provide information for FFA degree advancement and FFA award programs.

SAMPLE TEST QUESTIONS AND TEACHER'S KEY

I. Matching Exercise. Match the terms on the right with the definitions listed on the left.

4 A. Any item of value owned

7 B. An itemized list of items owned and their estimated value.

9 C. Reduction in value caused by exhaustion, wear, tear or obsolescence.

1 D. Assets minus liabilities

6 E. Expected income and expenses

5 F. Financial claims against an individual or firm.

1. Net worth
2. Unpaid labor
3. Approved practice
4. Asset
5. Liability
6. Budget
7. Inventory
8. Cash flow
9. Depreciation

II. Recording Entries. In the blanks provided, write in the page number of My Plant Diary where each item should be entered.

6 A. Hours of labor required to care for the plant.

5 B. Plant history.

1 C. Scientific name of the plant.

6 D. How plant is propagated.

6 E. Items purchased.

1 F. Leaf drawing.

4 G. Observed plant starting to bloom.

5 H. Treated plan for scale.

1 I. Drawing of root system

6 & 4 J. Purchased plant food.

III. Recording Entries. In the blanks provided, write in the page number of the Fruit or Vegetable Production Record Book where each item should be entered.

_7_ A. Purchased seed.

_8_ B. Worked three hours on my garden project.

_6_ C. Picked 7 lbs of green beans for home use.

_1_ D. Business agreement.

_2_ E. Production plans.

_5_ F. Plan for laying out my garden

_6_ G. Rained 2" today.

_9_ H. Sprayed cabbage for aphid control.

_11_ I. Exhibited vegetables at Sectional Fair.

_10_ J. Sold five dozen ears of sweet corn.

217

UNIT C: Leadership in Horticulture/Agriculture

PROBLEM AREAS:

1. Understanding the National Junior Horticulture Association and FFA as a part of Vocational Horticulture/Agriculture
2. Duties and responsibilities of youth club officers and members
3. Developing basic parliamentary skills

UNIT C: LEADERSHIP IN HORTICULTURE/AGRICULTURE

PROBLEM AREA: UNDERSTANDING THE NATIONAL JUNIOR HORTICULTURE ASSOCIATION AND FFA AS A PART OF VOCATIONAL HORTICULTURE/AGRICULTURE

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in agricultural occupations. In most schools, the FFA program is used as a leadership laboratory to help students develop those leadership and civic skills which are important to a successful agricultural career. With this objective in mind, the teachers should strive to obtain 100% membership of all students enrolled in agricultural occupations. This problem area will introduce students to the FFA organization and stimulate their interest in joining the local FFA chapter. The problem area should be taught early in the fall semester preferably in September. Approximately 3 to 5 days should be scheduled for this instruction. To prepare for the teaching of this problem area, the teacher should accomplish the following:

1. Order a supply of Official FFA Manuals and Student Handbooks from the National FFA Supply Service in Alexandria, Virginia.
2. Schedule selected slide sets and/or films from the State FFA Office in Roanoke.
3. Order printed materials from State FFA Office. See listing and order form included with this problem area.
4. Duplicate copies of student materials as needed.
5. Schedule an FFA Chapter meeting or Greenhand meeting during or immediately after this problem area has been taught.

Although FFA is the primary youth organization discussed in the problem area the NJHA should be a source of additional youth activities in the speciality area of horticulture. An information sheet on NJHA has been included.

CREDIT SOURCES:

These materials were developed through funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, worksheets, test questions, and transparencies were developed by Paul Hemp and Jim DeSutter as a part of the Illinois Core Curriculum Project. Mr. Eldon Witt and John Fedderson, Illinois FFA Office, reviewed the materials and offered valuable suggestions regarding technical content. The transparencies were prepared by Vocational Agriculture Service at the University of Illinois. The FFA Cross Word Puzzle has been used with the permission of the Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem Area: Understanding and participating in FFA.

III. Objectives: At the close of this problem area students will:

1. Be able to explain how, when and why the FFA was organized.

2. Know the aims and purposes, colors, motto, parts of the emblem and organizational structure of the FFA.

3. Be able to recite and understand the meaning of the FFA creed.

4. Be able to describe the role and function of FFA in an agricultural occupations program and in the school and community.

5. Be able to name the four FFA degrees, and the FFA award programs and contests available in Illinois.

6. Be able to name the parts of an FFA program of activities and describe the format used to develop each section.

IV. Suggested interest approaches:

1. Display the FFA paraphernalia and ask class to identify items or tell what they are used for.

2. Ask chapter officers to visit class and conduct the opening and closing ceremony for a meeting.

3. Have chapter officers talk to the class on why FFA is important.

4. Ask class to name reasons why agriculture students should become active members of the FFA. List reasons on chalkboard.

5. Show slide sets on FFA available from State FFA Office.

6. Ask class to name important Americans who were former FFA members.

V. Anticipated problems and concerns of students:

Lead question: "What do we need to know about the FFA or be able to do in order to be an effective FFA member?"

1. When and how was the FFA started?

2. What are the aims or purposes of the FFA?

3. Who may belong?

4. What are the annual dues to the local chapter, state and national associations?

5. Who are the local and state officers?

6. How will FFA programs help me in my agriculture course and my S.O.E.P.?

7. How often and when does the FFA meet?

8. How does the FFA operate?

   a. Aims and purposes
   b. Parts of the emblem
   c. Colors
   d. Motto
   e. Creed
   f. Organizational structure--local, state and national
   g. Salute
   h. Proper use of jacket
   i. FFA foundation

9. What can we do in the FFA?

10. What are the FFA degrees and what are the requirements for the Greenhand Degree?

11. What committees are used in the FFA?

12. What should be included in a program of activities?

13. What award programs and contests are available to FFA members in Illinois?

14. What contributions does the FFA make to the school? to the community?

15. How is the FFA changing?

VI. Suggested learning activities and experiences:

1. Assign class two or three related problems which they have identified and have them find answers in the Student Handbook or Official Manual.

2. Assign the following readings for supervised study:

   Official Manual – pp. 5-11, p. 14 & 78
   VAS Unit 7001
   Student Handbook – pp. 1-30, pp. 36-37, pp. 79-103

3. Repeat process for other problems and concerns alternating supervised study and class discussion.

4. Show class filmstrips and slide sets available from State FFA office or developed at local level.

5. Obtain copies of annual FFA Foundation Report to explain award programs and contests.

6. Use transparencies included with this problem area to supplement information in Official Manual and Student Handbook.

7. Have a senior student come to class and show how the FFA jacket should be worn and used.

8. Have class memorize the FFA creed and practice reciting it in class.

9. Present a short lecture on how FFA, classroom instruction and S.O.E.P. are related.

10. Provide class members with a copy of the FFA program of activities and explain the format including different sections and parts.

11. Work with chapter officers to appoint each freshman class member to at least one standing committee.

12. At the close of the problem area, conduct a review session using questions on FFA which have a short answer to test knowledge of class members.

13. Consider forming a Greenhand Club or subsidiary to get beginning students extra practice in serving as junior officers.

14. Have class members complete the Student Worksheets on FFA Dates and Local and Sectional Programs using the Official Manual and other references and sources.

15. Have class members complete FFA Crossword Puzzle. Additional puzzles are available from Interstate Printers and Publishers, Danville, Illinois.

16. Show Slidefilm 1007 and play cassette available from Vocational Agriculture Service.

VII. Application procedures:

1. Strive for 100% FFA membership in beginning class.

2. Develop plans to get all class members out for the first FFA meeting.

3. Pay dues and order jackets early in the year.

VIII. Evaluation:

1. Prepare a test using questions included with this problem area and administer at end of this section or unit.

2. Have class members evaluate their progress in FFA by keeping records of their accomplishments in their record book or notebook.

IX. References and aids:

1. Official FFA Manual (1980 edition) – National FFA Supply Service.

2. Student Handbook – Production Credit Association or National FFA Supply Service.

3. AV materials available from State FFA Office, Roanoke:

   a. A Proficiency Award for You
   b. More than Profit
   c. Youth with a Purposes
   d. FFA–Future for America
   e. Others (see order form)

4. Other materials available from State FFA Office, Roanoke:

   a. Illinois FFA Award Poster
   b. Illinois Foundation FFA Annual Report
   c. Illinois Foundation Promotional Brochure

5. VAS Slidefilm 1007 and cassette, The History of the Illinois FFA–History in the Making.

INFORMATION SHEET

NATIONAL JUNIOR HORTICULTURAL ASSOCIATION PROGRAM OF PROJECTS AND ACTIVITIES

What is NJHA?

The National Junior Horticultural Association (NJHA) is a non-profit organization to help young people obtain a basic understanding and to develop skills in horticulture. NJHA offers a program for youth who are interested in horticultural plants, practices and services.

Purpose of NJHA

A. To promote and sponsor an educational program of horticultural projects and activities for youth. The program is designed to provide opportunities for youth who are seeking exposure to horticulture, those who are interested in horticulture as a hobby, and those who wish to make horticulture their profession.

B. To develop good citizens with a basic understanding of nature and the environment.

C. To acquaint youth with career opportunities, both vocational and professional, available in the horticultural industry.

Educational Objectives:

A. To help young people learn about vocational and professional opportunities in horticulture and related sciences.

B. To provide young people with the opportunities for learning and practicing group participation and leadership responsibilities.

C. To provide young people with opportunities for developing more initiative and aptitude in horticulture and related areas.

D. To provide young people and adult advisors with opportunities for participating in activities which help them gain an appreciation for cooperation.

E. To encourage young people to accept personal responsibility and to cooperate with others in activities which improve our living environment.

Audiences

Any youth interested in horticulture, the environment and related areas who carries out an approved (NJHA) project or activity under the guidance and leadership of an adult may be a member of NJHA. In addition, all youth who participate in the NJHA Annual Convention are NJHA members.

Program Approval

The National Association of Secondary School Principals regularly places this program on the advisory list of national contests and activities.

The National Junior Horticultural Association's program of Projects and Activites is also endorsed and approved by the 4-H Division of the Federal Extension Service, The Extension Service of the U.S. Department of Agriculture, The American Association of Nurserymen, American Seed Trade Association, The American Horticultural Society and Ornamental Horticulturists, The American Society for Horticultural Science, The Society of American Florists, The National Grange, The National Council of Garden Clubs, The Flower and Garden Foundation, Longwood Gardens, The Men's Garden Clubs of America, and many state 4-H and FFA organizations, as well as Horticultural Associations.

Annual Convention

The Annual Convention includes workshops, contests, demonstrations, interviews for selecting national project winners, officer nominations, selection and training of junior leaders, tours, entertainment, inspirational services, group meals, educational programs, and an awards banquet.

Delegates who attend an Annual Convention find it exciting, interesting, and educational. Youth consider it a privilege to attend an Annual Convention and rate the entire experience as an "awards trip". The things that are learned, seen or experienced as part of the program or tours, and meeting new people are remembered much longer than an award.

Gardening Scholarships

NJHA, in conjunction with the Scottish-American Heritage, Inc., is promoting a student program with the National Trust of Scotland Threave School of Practical Gardening. An American Student is selected for study at the Threave School for a period of one year. (At present only young men between 17-20 are eligible—see note below).

He will live and train with approximately 14 other students from Britain in a program to begin the second week of August.

SUMMARY

NATIONAL JUNIOR HORTICULTURAL ASSOCIATION

Projects – Contest – Activities

Projects	Participants	Purpose
Environmental Beautification	Individuals or Organized groups*	Beautify the Environment
Production and Marketing		Encourage and identify continuing interest in production and marketing
–Fresh Market Scection	Individuals or Organized groups	Emphasis on production and marketing
–Processing Section	Individuals or Organized groups	Emphasis on canning and processing
Experimental Horticulture	Individuals or Organized groups	Development of individual interest, knowledge, ability research
Demonstration	Individuals or Teams	Stimulate planning knowledge, ability
"Speaking of Horticulture"	Individuals	Gain experience in public speaking
Achievement and Leadership recognition	Individuals	Recognition and publicity
Horticulture Contest (Id., Judging & Info.)	Individuals or teams	Gain knowledge of Horticultural crops
Annual Convention	Individuals	Recongition, career exploration, education
YOUNG AMERICA HORTICULTURE CONTESTS		
Gardening	Individuals	Learn about plants
Plant Propagation	Individuals	Learn about plant propagation
Environmental Beautification	Individuals	Learn how to use plants to improve environment
Experimental Horticulture	Individuals	Learn how to experiment with plants

*For more information about NJHA contact the Illinois State Program Leader: H. J. Wetzel, University of Illinois, 47 Mumford Hall, 1301 W. Gregory Drive, Urbana, IL 61801, (217)333-0910.

STUDENT WORKSHEET ON FFA DATES

Select the proper date from the following list and enter it in the blanks opposite important events in FFA history at the national and state level.

1917
1928
1929
1931
1933
1939
1944
1947
1948
1952
1953
1955
1957
1960
1965
1968
1969
1973
1976
1979

__________ National FFA organization was started.

__________ First National FFA Convention.

__________ Illinois Association of FFA was organized.

__________ President Eisenhower addressed the National Convention.

__________ NFA merged with FFA.

__________ National Future Farmer Magazine first published.

__________ Illinois FFA Foundation established.

__________ State FFA Office established at Roanoke.

__________ President Nixon address the National Convention.

__________ FFA constitution was revised to include girls.

__________ First former FFA member elected to U.S. presidency.

__________ First female to win the National Public Speaking Contest.

__________ National FFA Foundation was founded.

STUDENT WORKSHEET FOR LOCAL AND SECTIONAL PROGRAMS

1. My FFA chapter is located in Section ________ and District ________.

2. The following chapters are in my section:

3. Our Sectional President is ______________________________ of the ____________________ Chapter.

4. Sectional activities planned for this year are as follows:

Activity	Date and Location

5. I would like to participate in the following FFA activities and/or committees this year:

____

____

____

____

____

____

6. Names of our chapter officers are as follows:

President ______________________________

Vice President ______________________________

Secretary ______________________________

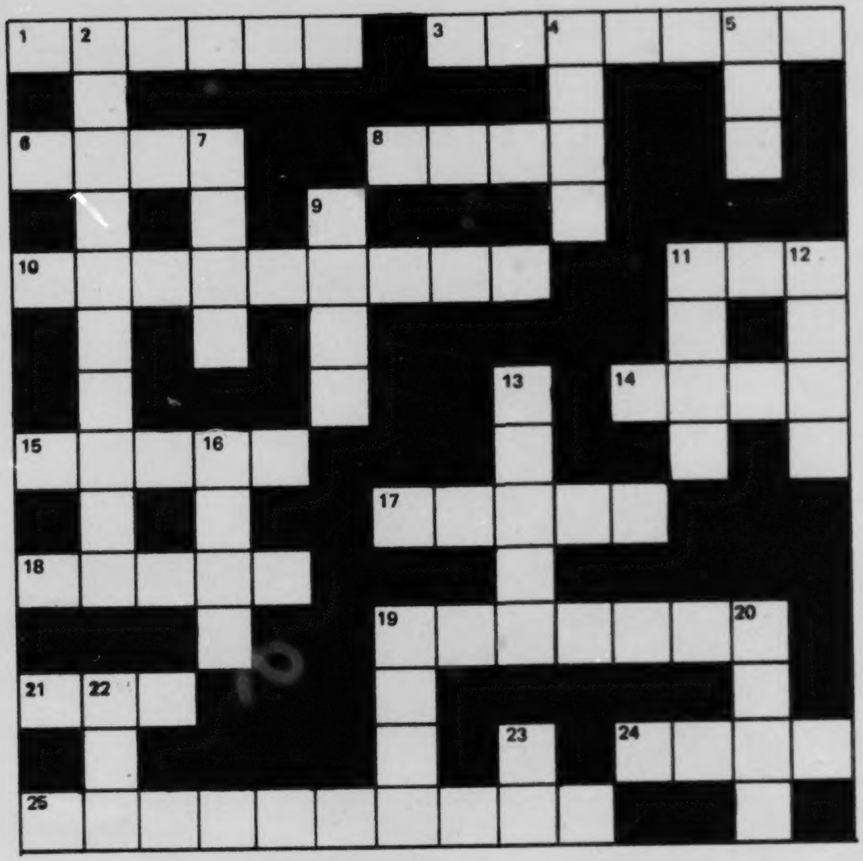
Treasurer ______________________________

Reporter ______________________________

Sentinel ______________________________

Advisor ______________________________

FFA CROSSWORD PUZZLE*



ACROSS

1. Kind of FFA membership.
3. Person stationed by owl.
6. Symbol at Vice-President's station.
8. Building Our American Communities (Abv.).
10. Keeps minutes of chapter meetings.
11. "One Nation under ___________."
14. An FFA color.
15. Is indicative of national scope of FFA organization.
17. ________ Hand Degree.
18. Last word of FFA motto.
19. FFA is only youth organization that has such a charter.
21. Abbreviation for Future Farmers of America.
24. Number of symbols that make up FFA emblem.
25. Picture or bust of U.S. President at Treasurer's station.

DOWN

2. Chapter of college students.
4. Type of president.
5. Symbol of knowledge and wisdom.
7. Program of ______.
9. Regional ________ Farmer/Agribusinessman.
11. An FFA color.
12. Paid by FFA members.
13. It was adopted at the third National FFA Convention.
16. Have a strong affection for FFA.
19. Symbol at Reporter's station.
20. Last word of third line of FFA motto.
22. Federal agency that assists with BOAC activities (Abv.)
23. State where National FFA Convention is held (Abv.).

---

*Used by permission granted by Interstate Printers and Publishers, Inc., Danville, Illinois. Puzzle taken from "Crossword Puzzles for Agriculture and Agribusiness" by Alvin H. Holcomb.

TEACHER'S KEY

STUDENT WORKSHEET ON FFA DATES

Select the proper date from the following list and enter it in the blanks opposite important events in FFA history at the national and state level.

1917
1928
1929
1931
1933
1939
1944
1947
1948
1952
1953
1955
1957
1960
1965
1968
1969
1973
1976
1979

1928 National FFA organization was started.

1928 First National FFA Convention.

1929 Illinois Association of FFA was organized.

1953 President Eisenhower addressed the National Convention.

1965 NFA merged with FFA.

1952 National Future Farmer Magazine first published.

1947 Illinois FFA Foundation established.

1973 State FFA Office established at Roanoke.

1968 President Nixon address the National Convention.

1969 FFA constitution was revised to include girls.

1976 First former FFA member elected to U.S. presidency.

1979 First female to win the National Public Speaking Contest.

1944 National FFA Foundation was founded.

TEACHER'S KEY

FFA CROSSWORD PUZZLE*

1 A	2 C	T	I	V	E		3 A	D	4 V	I	S	5 O	R
	O								I			W	
6 P	L	O	7 W			8 B	O	A	C			L	
	L		O		9 S				E				
10 S	E	C	R	E	T	A	R	Y			11 G	O	12 D
	G		K		A						O		U
	I				R			13 C		14 B	L	U	E
15 E	A	G	16 L	E				R			D		S
	T		O			17 G	R	E	E	N			
18 S	E	R	V	E				E					
			E			19 F	E	D	E	R	A	20 L	
21 F	22 F	A				L						I	
	H					A		23 M		24 F	I	V	E
25 W	A	S	H	I	N	G	T	O	N			E	

ACROSS

1. Kind of FFA membership.
3. Person stationed by owl.
6. Symbol at Vice-President's station.
8. Building Our American Communities (Abv.)
10. Keeps minutes of chapter meetings.
11. "One Nation under ___________."
14. An FFA color.
15. Is indicative of national scope of FFA organization.
17. _______ Hand Degree.
18. Last word of FFA motto.
19. FFA is only youth organization that has such a charter.
21. Abbreviation for Future Farmers of America.
24. Number of symbols that make up FFA emblem.
25. Picture or bust of U.S. President at Treasurer's station.

DOWN

2. Chapter of college students
4. Type of president.
5. Symbol of knowledge and wisdom.
7. Program of _____.
9. Regional _______ Farmer/Agribusinessman.
11. An FFA color.
12. Paid by FFA members.
13. It was adopted at the third National FFA Convention.
16. Have a strong affection for FFA.
19. Symbol at Reporter's station.
20. Last word of third line of FFA motto.
22. Federal agency that assists with BOAC activities (Abv.)
23. State where National FFA Convention is held (Abv.)

---

*Used by permission granted by Interstate Printers and Publishers, Inc., Danville, Illinois. Puzzle taken from "Crossword Puzzles for Agriculture and Agribusiness" by Alvin H. Holcomb.

FFA Degrees

1. Greenhand Degree
2. Chapter Farmer (FFA) Degree
3. State FFA Degree
4. American Farmer Degree

Kinds of FFA Membership

1. Active
2. Alumni
3. Collegiate
4. Honorary

FFA Motto

Learning to Do...
Doing to Learn...
Earning to Live...
Living to Serve...

Colors of the FFA

The colors of the FFA are National Blue and Corn Gold. Blue reminds us that the FFA is a national organization. Gold reminds us that corn is a native American crop grown in every state.

Eleven Standing Committees of a Good Program of Activities

1. Supervised Agricultural Occupational Experience
2. Cooperation
3. Community Service
4. Leadership
5. Conduct of Meetings
6. Earnings, Savings, and Investments
7. Scholarship
8. Recreation
9. Public Relations
10. Participation in State and National Activities
11. Alumni Relations

FFA Aims ands Purposes

The Primary aim of the FFA is the

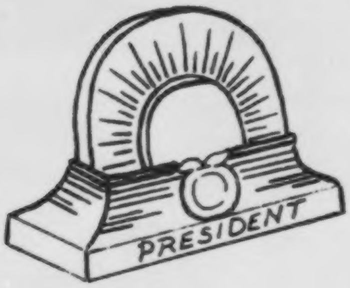
"development of agricultural leadership, cooperation, and citizenship ."

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in monthly undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

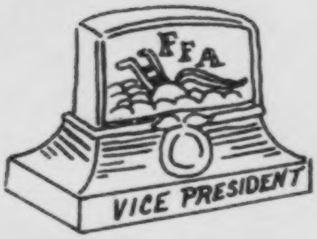
Illlinois Foundation Awards

1. Star Farmer of Illinois
2. Star Agribusinessman of Illinois
3. Agricultural Electrification
4. Agricultural Mechanics
5. Agricultural Processing
6. Agriculture Sales and/or Service
7. Beef Production
8. Corn Production
9. Crop Production
10. Crop Specialty
11. Dairy Production
12. Diversified Livestock Production
13. Fish and Wildlife Management
14. Floriculture
15. Forest Management
16. Fruit and/or Vegetable Production
17. Home and Farmstead Improvement
18. Horse Proficiency
19. Livestock Specialty
20. Nursery Operations
21. Outdoor Recreation
22. Placement in Agricultural Production
23. Poultry Production
24. Safety
25. Sheep Production
26. Small Grain Production
27. Soil and Water Management
28. Soybean Production
29. Swine Production
30. Turf and Landscape Management

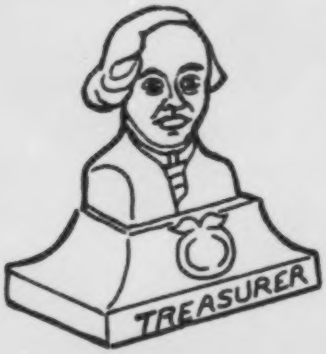
Symbols Placed at the Officer's Stations



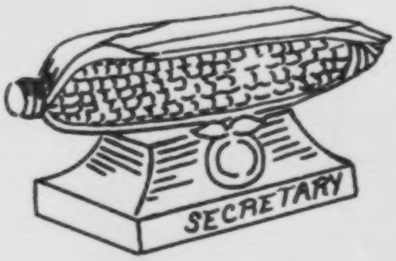
President-
"Rising Sun"


FFA
VICE PRESIDENT

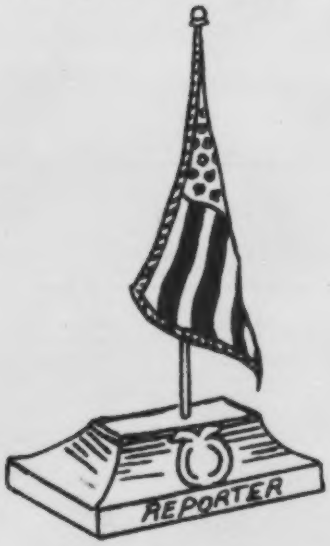
Vice President-
"The Plow"



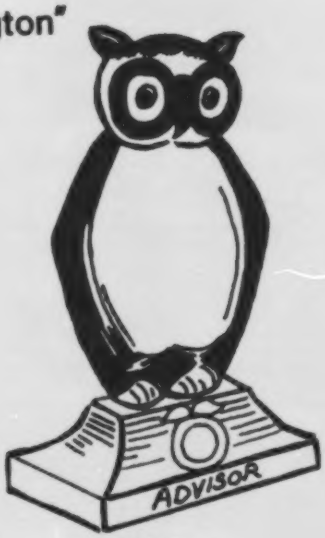
Treasurer-
"Bust of George Washington"



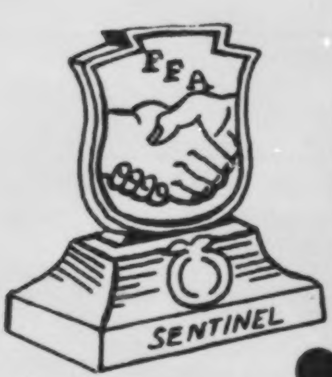
Secretary-
"Ear of Corn"



Reporter-
"United States Flag"

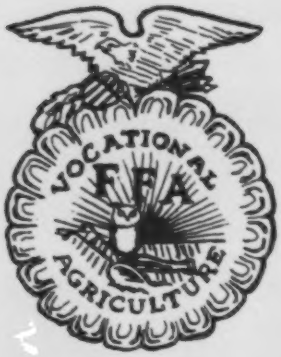


Advisor-
"Owl"


FFA
SENTINEL

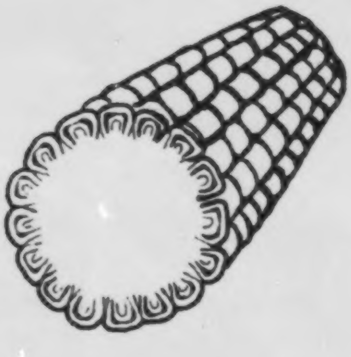
Sentinel-
"Shield of Friendship"

FFA Emblem

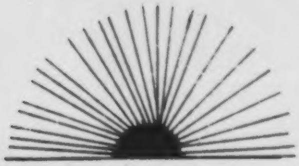


EMBLEM

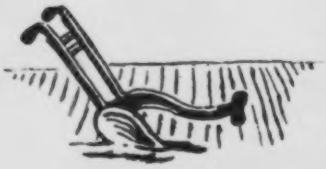
The FFA emblem was designed with much thought and meaning. It is made up of five symbols.



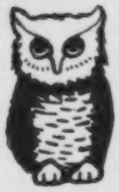
A **cross section of an ear of corn.** The symbol of corn represents our common agricultural interests, is native to America and is grown in every state.



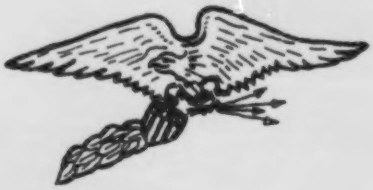
The **rising sun.** It symbolizes progress in agriculture and the confidence that FFA members have in the future.



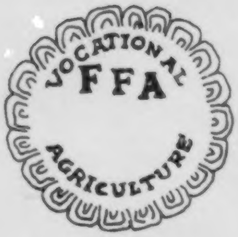
The **plow.** It is a symbol of labor and tillage of the soil.



The **owl.** It symbolizes wisdom and knowledge.



The **eagle.** This is symbolic of the national scope of the FFA.



Also the words **"Vocational Agriculture"** surround the letters **"FFA."** This tells us that the FFA is an important part of the vocational agriculture/agribusiness program.

Illinois FFA Contests

(page 82)

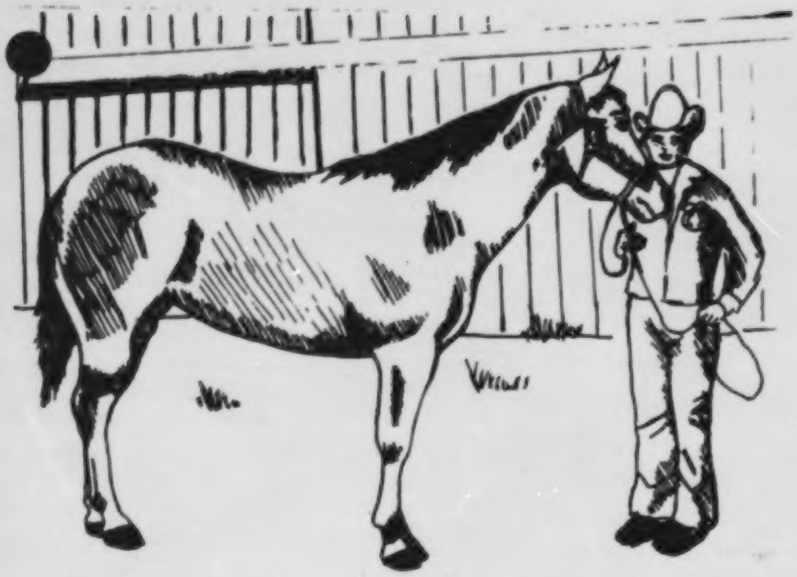
1. Prepared Public Speaking
2. Extemporaneous

(page 84)

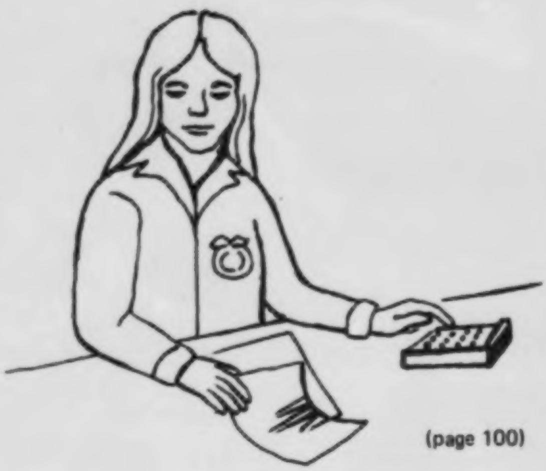
3. Agricultural Mechanics

(page 99)

4. Dairy Judging

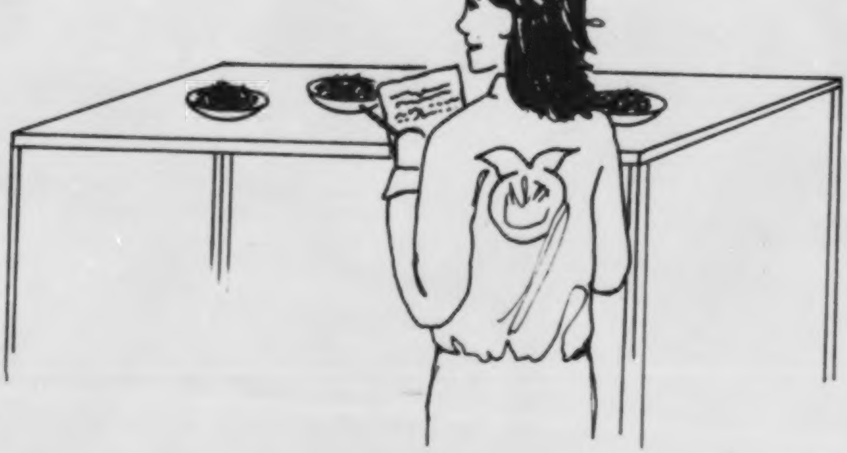


5. Horse Judging

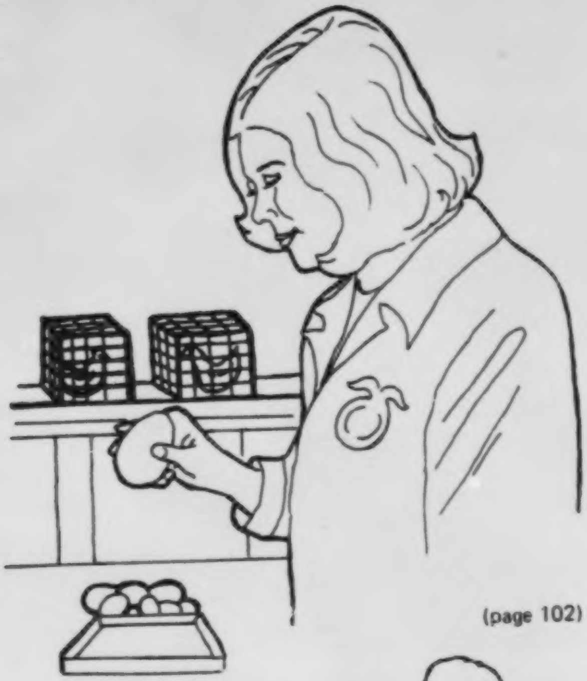


(page 100)

6. Farm Business Management

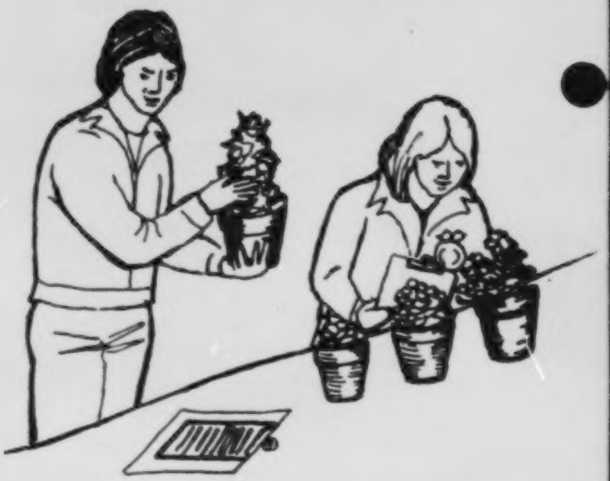


7. Crops Judging



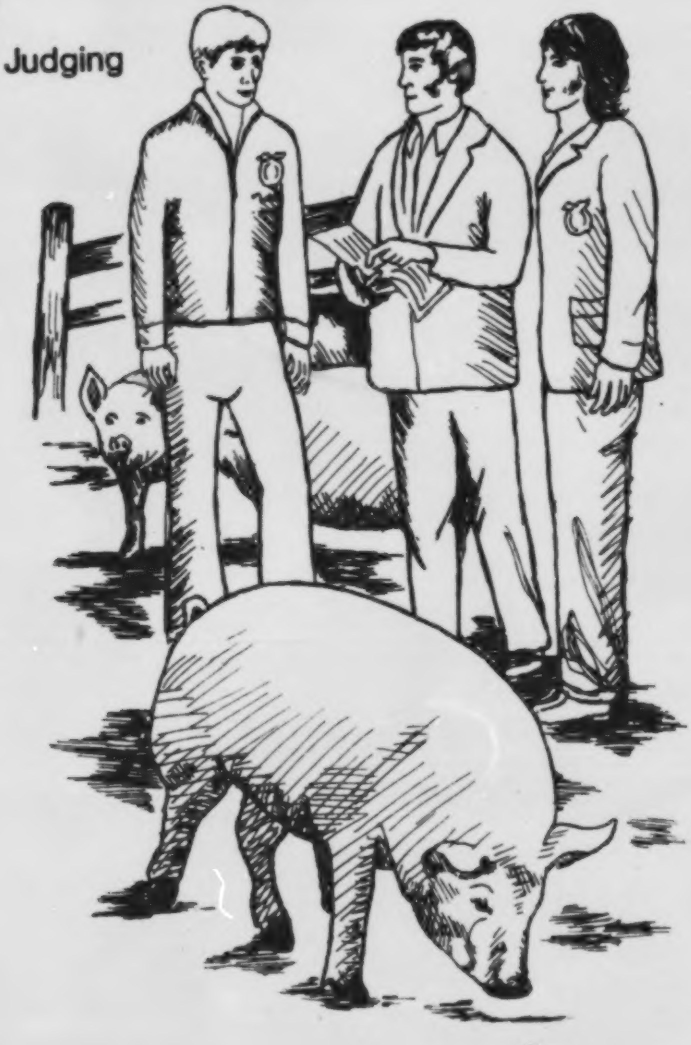
(page 102)

8. Poultry Judging

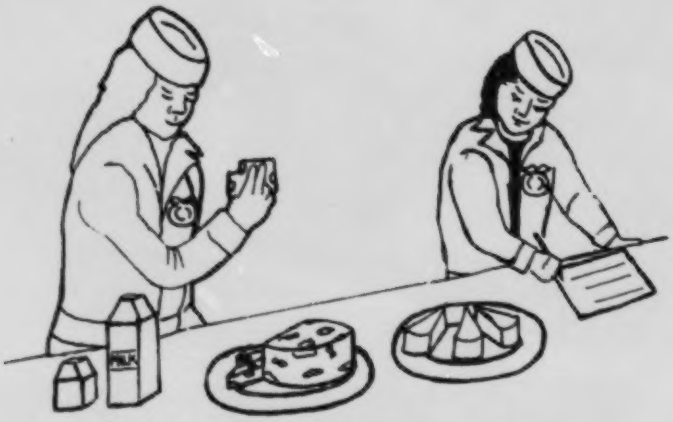


(page 100)

9. Horticulture Judging

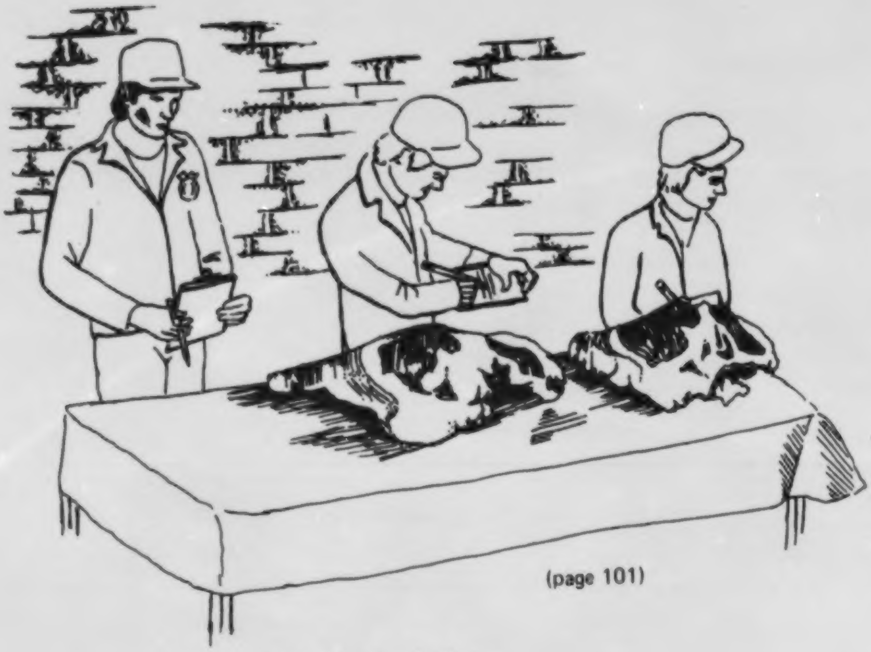


10. Livestock Judging



(page 102)

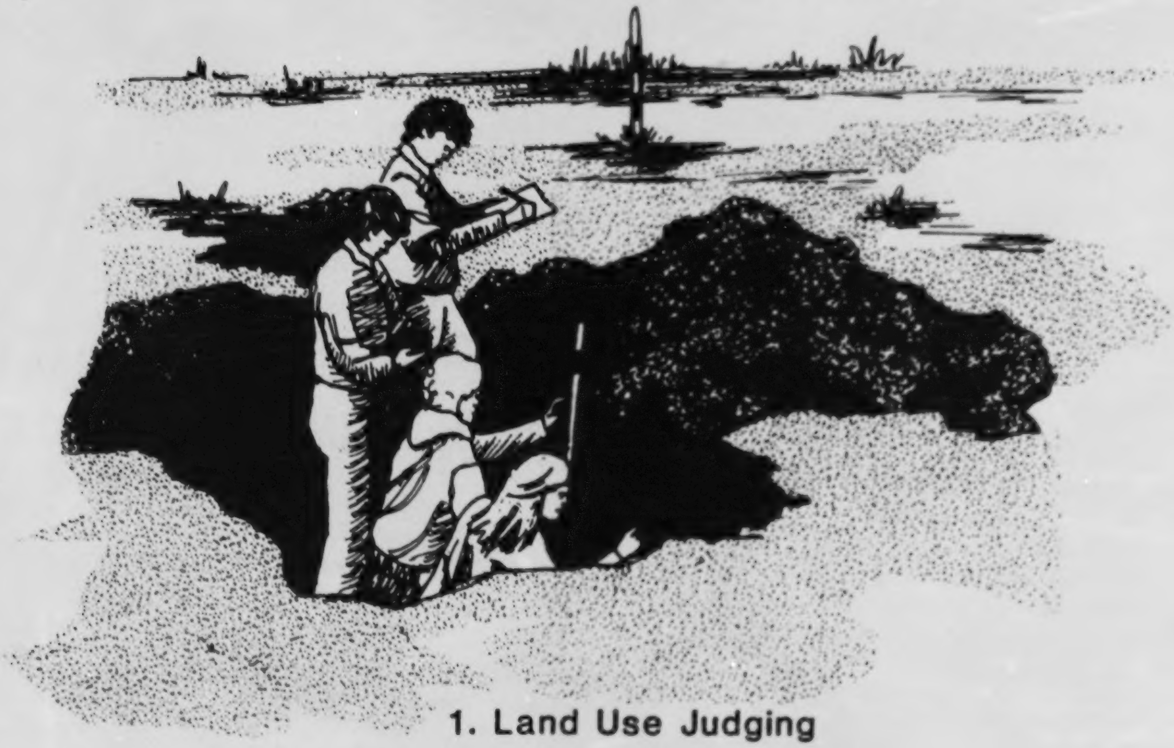
11. Milk Quality and Dairy Foods Judging



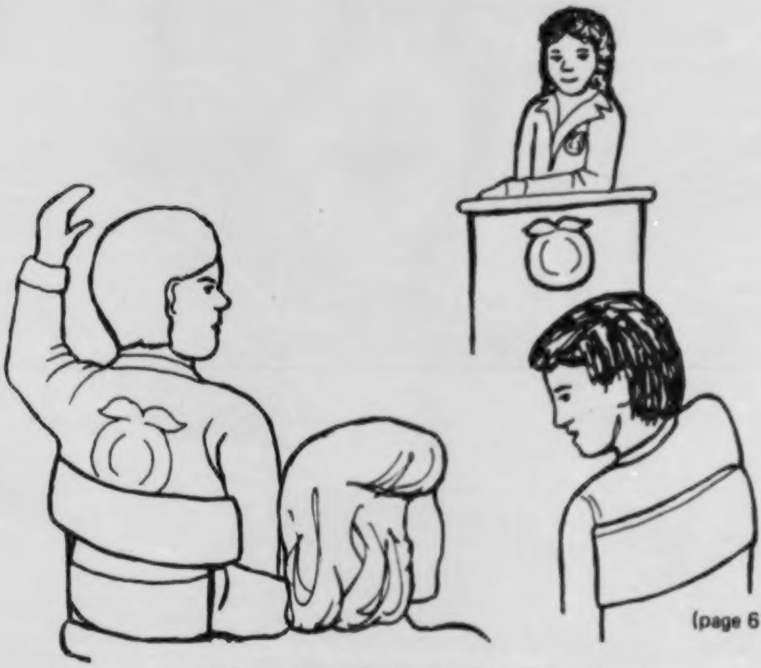
(page 101)

12. Meat Judging

Illinois FFA Section Contest Only



1. Land Use Judging



(page 61)

2.Parlimentary Procedure

Chapter Award Programs

1. National Program of Activities
2. National Safety
3. Building Our American Communities BOAC)
4. FB-FFA Heritage Program
5. FB-FFA Cooperative Activities Program
6. Sweepstakes
7. Century
8. Ten Plus

DISCUSSION GUIDE FOR FFA TRANSPARENCIES

I. Transparency No. 1: **FFA Degrees and Kinds of FFA Membership** – Sources – "Official FFA Manual (National Constitution and Bylaws)" and "Student Handbook"

  A. FFA Degrees

    1. Point out the requirements for each degree.

    2. Show the students what each medal looks like for the four degrees.

    3. Point out that each chapter may award a Star Greenhand, Star Chapter Farmer, and Star Chapter Farmer-Agribusinessman.

    4. Inform the students that Illinois FFA has a section, district, and state Star Farmer and Star Agribusinessman Award.

    5. The State FFA also selects a Star American Farmer and Agribusinessman to compete for Star Agribusinessman and Star Farmer of America.

    6. Discuss with the class which degree medal should be worn on the jacket. (Remember, only three medals on a jacket--highest degree, award and office.)

  B. Kinds of FFA Membership

    1. Discuss the requirements and major differences among the four kinds of membership as stated in Article V of the National Constitution and Bylaws in the Official FFA manual.

II. Transparency No. 2: **FFA Motto and Colors of the FFA** – Sources – "Student Handbook" and "Official FFA Manual."

  A. Discuss the meaning of the FFA motto.

  B. Remind the students that they should know both of these in order to receive their Greenhand Degree.

III. Transparency No. 3: **Eleven Standing Committees of a Good Program of Activities** – Sources – "Student Handbook" and "Official FFA Manual."

  A. Explain to student what a program of activities is and why it is important.

  B. Discuss each of the eleven areas so the students understand what is involved in each one. The Student Handbook gives suggested activities for each area.

  C. Additional information may be found in "A Guide for Use in Planning Your FFA Chapter Program of Activities" in the FFA Activities Handbook.

  D. Stress that each area must be done well, in order to have a well-rounded chapter and that each member must do his or her share.

IV. Transparency No. 4: **FFA Aims and Purposes** – Sources – "Official FFA Manual" and "Student Handbook."

  A. Discuss why agricultural leadership, cooperation and citizenship are important.

B. Discuss with class, what each one of the twelve aims and purposes mean. (See information in Student Handbook.)

V. Transparency No. 5: **Illinois Foundation Awards** – Sources – "Annual Report Illinois Foundation FFA" and "Illinois FFA Advisor's Guide."

A. Go through each one and discuss the different types of projects that would fit under each area.

B. Show class which record book is needed for each area.

C. Point out that students can compete at the sectional level and beyond during their junior and senior year in high school.

D. Inform the students on how the section selects their winners and that they can win just one award area, beside Section Star Farmer or Agribusinessman.

E. Point out which ones are state and which ones are national award areas.

VI. Transparency No. 6: **Symbols Placed at the Officer's Stations** – Sources – "Official FFA Manual" and "Student Handbook."

A. After going through all the officer's symbols, select six students and have them go through the opening ceremonies with you. Have the students listen closely to what each officer says.

B. Ask class if they feel opening ceremonies are important and why.

C. You may want to point out that the order of business can be flexible to meet the chapter's needs. For example, the chapter may have a guest speaker who can only stay for a few minutes. Thus, you may put special features right after the minutes of the previous meeting in order to accommodate the speaker.

VII. Transparency No. 9: **FFA Emblem** – Sources – "Official FFA Manual" and "Student Handbook."

A. Go through each symbol and explain what it means.

B. If you have a large FFA emblem, have it on display so the students can look at the whole emblem while discussing its parts.

VIII. Transparencies No. 10a – 10e: **Illinois FFA Contests** – Sources – "Illinois FFA Advisor's Guide."

A. Discuss what is involved in each contest. For example, the prepared public speaking has to be 6–8 minutes long, and a problem solution type speech.

B. Tell when the contest is held and if it is a section, district and/or state contest.

C. Point out which contests are national contests.

D. Inform students of awards and recognition of each contest for chapter and individual winners.

E. Go over any special contest in your section or chapter that was not mentioned on the transparency.

IX. Transparency No. 12: **Chapter Award Programs** – Sources – "Illinois FFA Advisor's Guide."

A. National Program of Activities

1. Point out that there are different ratings of the program of activities. They are superior, state gold, silver, bronze, or honorable mention.
2. Explain what the Banker's Plaque is.
3. Explain how a program of activities qualifies for the national contest.
4. Show entry forms to class.

B. National Safety

1. Explain all the different award levels; superior, section, state, and national gold, silver and bronze.
2. Show applications.
3. Give examples of safety projects.

C. Building Our American Communities

1. Explain "Area" award.
2. Explain State Contest and Governor's Citation.
3. Explain how chapter gets to National Contest and the National Citation.
4. Show entry forms and give examples of projects.

D. FB–FFA Heritage Program

1. Give an overview of this program.
2. Inform students that this contest is only a state contest.
3. Tell about awards and trip.
4. Show class entry forms.

E. FB–FFA Cooperative Program (Same procedure as for D)

F. Sweepstakes

1. State Contest only.
2. Must have participated in Program of Activities, BOAC, Safety, Heritage, and Cooperation to get recognition.

G. Century

1. State Contest.
2. Inform students that this award involves having the same number of FFA members as are enrolled into agriculture classes.

3. Chapters recive a Chapter certificate and if a chapter receives a Certificate five years in a row, a Chapter plaque is awarded.

H. Ten Plus

1. A new program sponsored by the National FFA which involves getting ten additional members over previous year's enrollment.

2. Inform class that chapter receives a certificate for meeting this quota.

KEY TO

SUGGESTED TEST QUESTIONS AND ANSWERS

FOR FFA LEADERSHIP

(More questions are presented to you than you may want to give to your class. This way you may select the ones that you feel are most appropriate to the subject area that you have covered.)

TRUE (+) - FALSE (0)

+	1.	Henry Groseclose will always be remembered as the "Father of the FFA".
0	2.	The national organization was organized in the fall of 1926.
0	3.	Girls were admitted into FFA membership at the 1965 national convention.
0	4.	R. M. Ramit wrote the FFA Creed.
+	5.	There are four kinds of membership in the FFA: Active, Collegiate, Honorary, and Alumni.
+	6.	The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship.
0	7.	There are six symbols on the FFA emblem and the words "Vocational Agriculture" surround the letters FFA.
0	8.	The FFA jacket should only be worn by present members, past members and FFA Alumni members.
0	9.	Opening ceremonies are not real important unless your chapter is having a banquet or there are guests at your chapter meetings.
0	10.	The reporter is stationed by the ear of corn.
+	11.	George Washington is the FFA's patron Saint.
+	12.	Illinois has thirty Foundation Awards.
+	13.	The program of activities is broken down into eleven different areas.
0	14.	All chapter officers should sit in the front of the room with the chapter president.
0	15.	The BOAC program stands for "Beautifying Our Agricultural Community."
0	16.	The Illinois State FFA Convention is held every year during November.
0	17.	Andy Kinzie was the first national FFA president.
+	18.	Homer Edwards was Illinois' first state president.
+	19.	Illinois' FFA organization was chartered August 15, 1929.
+	20.	The National FFA Alumni Association was established in 1971.

+ 21. The first National FFA Convention was held in Kansas City, Missouri.

+ 22. The Governor's Citation is the award given to the state winner in the BOAC program.

0 23. A member may wear a maximum of five medals on his or her jacket.

0 24. There are thirty sections and five districts in the Illinois FFA.

+ 25. The American Farmer is the highest active degree that a FFA member can receive.

+ 26. The vice-president has the symbol of the plow for labor and tillage of the soil.

0 27. The primary responsibility for FFA Chapters to perform is to conduct fund raising projects.

+ 28. The FFA Foundation is a voluntary group of people that provide money and other awards to outstanding members of the FFA.

0 29. Parliamentary procedure should not be used in a chapter meeting because it just causes confusion to the new members.

0 30. A FFA chapter will function best when members operate as individuals, looking out for their own personal benefits first.

0 31. The FFA Creed does not have any real importance or meaning to FFA members because it was written a long time ago.

0 32. There are five major state officers elected at the State Convention each year.

+ 33. The American eagle is a symbol of the national scope of the FFA organization.

0 34. Closing ceremonies should be the very last order of business for a FFA meeting. This even includes after any entertainment, recreation or refreshments.

+ 35. When competing for an Illinois FFA Foundation Award, the member must have completed a record book for the judges to look at.

+ 36. There are 12 aims and purposes of the FFA besides its primary aim.

+ 37. Illinois has a state contest in Horse Judging, Ag. Mechanics, Farm Business Management, Poultry, Horticulture, Crop Judging, but only a sectional contest in Land Use Judging, and Parliamentary Procedure.

+ 38. A chapter that receives a superior chapter rating in the program of activities may either be an Honorable Mention, Bronze, Silver or Gold recipient on the state level, providing they fill out a completed yellow report Form II and hand it into the section president on time.

0 39. Before the FFA was organized, there were no previous records of Ag. clubs organized to help agriculture students.

+ 40. Ivan Peach was Illinois' first state public speaking winner.

+ 41. The Illinois Banker's plaque is an award given to the best program of activities in each section.

0 42. Currently there are 48 state associations in the FFA.

+ 43. Lynette Marshall became the first female to win the National Prepared Public Speaking Contest.

+ 44. The Illinois FFA Alumni Association was chartered in 1971.

0 45. Any student who is in high school and interested in being in the FFA may become an active member of any chartered FFA chapter.

+ 46. In order to receive the American Farmer Degree, the student must have been out of high school for at least 12 months prior to the convention in which the member would receive this award.

+ 47. In 1917, Congress enacted into law a proposal called "The Smith-Hughes Act" to provide funds and encouragement for establishing high school courses in vocational agriculture.

+ 48. There were 33 official delegates from 18 states at the first National FFA Convention.

+ 49. Illinois was the 21st state to be chartered as an official state organization of the Future Farmers of America.

0 50. The FFA Creed consists of a total of three paragraphs which all begin with the words "I believe . . . . ."

+ 51. The FFA motto consists of just 12 words, but they carry a lot of meaning.

+ 52. In order to become a Greenhand, the student must have a satisfactory supervised agricultural occupational experience program planned for the current year.

0 53. The president's symbol is the setting sun, representing a golden past in agriculture.

0 54. Leadership skills may be obtained from being a chapter officer, but it is not really intended for the chapter members.

0 55. A key to the successful operation of any FFA chapter is staying away from forming any kind of committees.

+ 56. There are 22 proficiency awards offered at the national FFA level.

0 57. The nice thing about the FFA is that members may receive their state or chapter FFA degree without receiving their Greenhand degree.

+ 58. The National FFA Convention is the largest annual student convention in the nation.

+ 59. National FFA Week is celebrated the same week every year. This is during the week of George Washington's birthday.

+ 60. The National FFA Supply Service began to operate in 1948.

0 61. Public relations is not real important to a FFA chapter because most people already know about the FFA anyway.

0 62. The National FFA Center is divided into 12 different divisions.

+ 63. In 1977, the FFA celebrated its Golden Anniversary and kicked off FFA's 50th year of existence.

0 64. "Alumni Membership" is open only to former active FFA members, past agriculture teachers, and current parents of FFA members.

+ 65. The National FFA is divided into four regions: Western, Central, Southern, and Eastern Region.

+ 66. In electing national officers, six officers are elected: president, secretary and a vice-president from all four regions.

+ 67. In addition to the Opening and Closing Ceremony, there are also a Greenhand Ceremony, Chapter Farmer Ceremony, Honorary Member Ceremony, State Farmer Ceremony, American Farmer Degree Ceremony and Installation of Officer's Ceremony.

0 68. The FFA code of ethics which was adopted at the 1952 National FFA Convention is a good example of how rapidly the FFA has changed, since the FFA does not recognize this code of ethics anymore.

0 69. A good chapter president should make all the important chapter decisions without bothering other chapter members. This way the chapter meeting will go faster and members will not have to listen to other opinions when the chapter president's idea is probably the best one.

+ 70. Although the FFA stands for Future Farmers of America, the organization tries to encourage not only farm students, but any male or female who is interested in agriculture regardless of what kind of agricultural background they have.

(Some of the multiple choice, fill in the blank, and matching questions may overlap in content with the previous true-false questions.)

MULTIPLE CHOICE

D 71. Which of the following is not a state competition FFA contest:

A. Livestock Judging
B. Agricultural Mechanics
C. Poultry Judging
D. Parliamentary Procedure

A 72. The National FFA Center is located at:

A. Alexandria, Virginia
B. Kansas City, Missouri
C. Washington, D.C.
D. Richmond, Virginia

E 73. Which one is not a requirement for the Chapter Farmer Degree?

A. Student must have an approved supervised agricultural occupational experience program.
B. Student must have completed at least one semester of agriculture.
C. Student must be regularly enrolled in a vocational agriculture class.
D. None of these are requirements.
E. All of these are requirements.

D 74. How many states including Illinois are in the Central Region?

A. 18
B. 10
C. 14
D. 12

C 75. Three taps of the gavel means:

A. Everyone must be seated.
B. That discussion of a main motion has started.
C. That all members should stand.
D. That the meeting or activity has lasted for three hours.

A 76. How many national proficiency awards are there?

A. 22
B. 24
C. 30
D. 28

B 77. Which one is not a requirement of receiving the Greenhand Degree?

A. Student must be enrolled in vocational agriculture.
B. Student must have kept a record book and made at least $50.
C. Own personally or have access to an official FFA Manual.
D. None of these are requirements.
E. All of these are requirements.

D 78. Which chapter officer should send local stories to the local news media?

A. President
B. Vice-President
C. Secretary
D. Reporter

B 79. Which officer should supervise all chapter committee operations?

A. President
B. Vice-President
C. Secretary
D. Reporter

C 80. The ____________ program is an activity to involve vocational agriculture students in communicating to elementary school children the story of how food gets from farm to consumer.

A. BOAC
B. People to People
C. Food for America
D. EAT

81. Match the following to its proper official FFA symbol:

J President
K Vice-President
I Secretary
B Treasurer
F Reporter
L Sentinel
C Advisor
E Chaplain

A. Bible
B. Bust of Washington
C. Owl
D. Gavel
E. Does not have an official symbol
F. American flag
G. Record book
H. Not listed
I. Ear of corn
J. Rising sun
K. Plow
L. Shield of friendship

LIST, SHORT ESSAY AND FILL–IN–THE–BLANK ITEMS

82. The official FFA Salute is the Pledge of Allegiance .

83. The FFA colors are National Blue and Corn Gold .

84. The four degrees in the FFA are Greenhand, Chapter Farmer (FFA) , State Farmer, and American Farmer .

85. What is the FFA Motto?
Learning to Do
Doing to Learn
Earning to Live
Living to Serve

86. Write the first paragraph of the FFA Creed.
I believe in the future of farming, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

87. The five symbols of the FFA emblem are rising sun , cross section of an ear of corn , plow , eagle , and owl with the words "Vocational Agriculture" surrounding the letters "FFA".

88. The four kinds of membership in the FFA are Active , Alumni , Collegiate , and Honorary .

89. What is the primary aim of the FFA? the development of agricultural leadership, cooperation, and citizenship

90. Make a diagram of the correct arrangement for a meeting.

President

Reporter Secretary

Treasurer Advisor

Vice-President (Sentinel - stationed by the door)

91. Name six of the eleven standing committees for the program of activities.

1. Supervised Agricultural Occupational Experience
2. Cooperation
3. Community Service
4. Leadership
5. Earnings, Savings, and Investments
6. Conduct of Meetings

Scholarship, Recreation, Public Relations, State and National Activities, Alumni Relations

92. After the minutes of the previous meeting, the President says "Thank you. Future Farmers, why are we here?" Write down the short saying that every FFA member says at this time.
"To practice brotherhood, honor rural opportunities and responsibilities, and develop those qualities of leadership which a Future Farmer should possess.

93. In Illinois, there are 30 foundation proficiency awards. Name 10 (additional to the examples) of these and tell if they are state or both state and national proficiency awards.

Examples: 1. Corn Production - State only
2. Agricultural Processing - Both

(Refer to Illinois FFA Foundation Report)

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

Questions 94-98, choose names from list below.

94. Who is the State FFA Advisor? D.

95. Who is the State FFA Executive Secretary? B

96. Who is the State FFA Associate Executive Secretary? F

97. Who is the National FFA Advisor? H

98. Who is the National FFA Executive Secretary? A

A. C. Coleman Harris
B. Eldon Witt
C. H. N. Hunsicker
D. William Schreck
E. Julian Campbell
F. John H. Feddersen
G. Milbourn Powel
H. Byron Rawls

99. Where is the State FFA office? Roanoke, Illinois

100. What is the official magazine of the FFA called? The National Future Farmer

101. What pins may officially be worn on the FFA jacket? no more than three representing the highest degree earned, highest office held and highest award earned by member

102. During which convention was the creed adopted? 3rd National Convention revised at the 38th Convention

103. What is the name of the Illinois State Magazine? Your Illinois FFA

104. What is the approximate membership of the Illinois FFA? 16,506 in 1980
(Question 104 will vary from year to year -- refer to your own chapter.)

105. Name the four major state officers and the office they hold:
____
____
____
____

106. Who is the National President? ________________

107. Does Illinois have a national officer? ________________

108. What section is your chapter in? ________________

109. Who is your Section President? ________________

110. How many schools are in your section? ________________

111. What district is the chapter in? ________________

112. Name your chapter officers. ________________
____
____
____

104-112 - depends on the year of your chapter

DESCRIPTION OF SLIDES AND FILMS

FOOD FOR AMERICA – FFA Tells the Story

How to plan, organize and carry out an agriculture education program for elementary school children.

A PROFICIENCY AWARD FOR YOU and MORE THAN PROFIT

Explains 22 proficiency award programs available to FFA members, how to get involved in the proficiency award program and what awards are available to FFA members at the local, state, regional and National levels.

YOUTH WITH A PURPOSE

An historical sketch of FFA depiciting FFA's role in Vocational Agricultural/Agribusiness program.

A CLOSE-UP LOOK AT FFA NATIONAL

An historical presentation of the National FFA Center with a description of functions and services available.

JOURNEY TO SAFETY and SAFETY MAKES SENSE

How to plan and organize for participation in the National FFA Chapter Safety Award Program.

FFA – FUTURE FOR AMERICA

An upbeat sketch of America's agricultural history showing the importance of agriculture all through the development of our nation. Shows the role of vocational agriculture and FFA in agriculture's progress with a look to the future of continuing activities to prepare young people for roles in leadership and careers in agriculture.

PLANNING A SUCCESSFUL CHAPTER BANQUET

A guide to planning, organizing and carrying out a successful chapter banquet.

A SALUTE TO THE AMERICAN VOCATIONAL AGRICULTURE INSTRUCTOR

A brief history of food production leads to a presentation depicting the importance of the vocational agriculture instructor in preparing young people for careers in agriculture.

FFA – AGRICULTURE'S NEW GENERATION

A new generation of agriculturists in preparing for jobs on the farm and in agribusiness. The vocational agriculture and FFA programs are helping young people prepare for careers now and in the future. Viewers get a look at the present as well as a futuristic look into agriculture and agribusiness in the next 50 years.

FFA UNITES YOUTH WITH OPPORTUNITIES

A fast moving story depicting agriculture as a large and growing industry in which young people can be involved.

FFA AT 50

A scrapbook of 50 years of FFA history in slides and music. The sound track includes music from each decade to accompany slides illustrating major achievement of the FFA.

REACH OUT-HERE COMES TOMORROW

A look at careers in agriculture within the eight taxonomy areas. Futuristic theme, and original motivational soundtrack.

THE EXTRA TEACHER

Fast moving, motivational piece introducing the Student Handbook to teachers and others. A good one for your greenhands before you pass out the book.

FFA LEADERS SPEAK – LEADERSHIP

Leadership abilities and motivation by Past National FFA officers.

PREPARING FOR PROGRESS

A look at agriculture's challenges and successes of vocational agriculture students.

* * * * * * *

CONVENTION TIME – FFA (THIS FILM AVAILABLE FROM VENARD FILMS, LTD. Box 1332, Peoria, IL 61654) 27 minute film designed to give FFA members a sense of what it is like to attend a National FFA Convention.

UNIT C: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: DUTIES AND RESPONSIBILITIES OF YOUTH CLUB OFFICERS AND MEMBERS

SUGGESTIONS TO THE TEACHER:

These materials are designed to be used at the ninth grade level or with beginning students in agriculture. The problem area on Understanding and Participating in FFA should be taught prior to the teaching of this problem area; however, some time interval between the two areas might be scheduled. Teachers should schedule 3 to 5 days of instructional time for this problem area. In order to participate effectively in FFA, student members will need to learn basic skills in parliamentary procedure which is included in the Core I program for ninth grade students. To prepare for the teaching of this problem area, the teacher should do the following:

1. Have necessary FFA paraphernalia available so meeting room can be properly prepared.
2. Schedule films and slide sets for this problem area by contacting State FFA Office in Roanoke.
3. Invite Sectional FFA President to speak to class as a part of this problem area.

CREDIT SOURCES:

These materials were developed through funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, worksheets, and transparencies in this problem area were prepared by Paul Hemp, Division of Agricultural Education, University of Illinois as a part of the Illinois Core Curriculum Project. The test questions and VAS Subject Matter Unit 7001 were prepared by Vocational Agriculture Service staff at the University of Illinois.

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem area: Duties and responsibilities of FFA members

III. Objectivies: At the close of this problem area, students will:

1. Be able to list duties and responsibilities of FFA members.
2. Be able to list duties of all chapter officers.
3. Know how to plan a meeting.
4. Be able to arrange the meeting room according to directions included in the Official Manual.
5. Recite the part of one officer in the opening and closing ceremony.
6. Be able to list the order of business for a chapter meeting.

IV. Suggested interest approaches:

1. If student interest has been developed during the previous problem area on "Understanding and Participating in FFA," an extensive interest approach for this problem area will not be necessary.
2. Instructor should give class an overview of the problem area indicating that the following four areas of content are to be covered:
    a. Duties and responsibilities of members.
    b. Duties and responibilities of officers.
    c. Planning a chapter meeting.
    d. Conducting a chapter meeting.
3. Announce to class the date and time of the next chapter meeting and point out the importance of getting ready for this meeting.

V. Anticipated problems and concerns of students:

1. What are the responsibilities of members in the following areas:
    a. Personal appearance
    b. Behavior
    c. FFA Code of Ethics
    d. Participation in chapter meetings

2. What are the duties of the following officers: president, vice-president, secretary, treasurer, reporter, sentinel?

3. What qualifications are required to be a chapter officer, state officer, and national officer?

4. What are the symbols of each FFA office?

5. What are the keys to a successful chapter meeting?

6. What is the established order of business?

7. How should the meeting room be arranged?

8. What are the members' and officers' response in the opening and closing ceremony?

9. What is an agenda and how should it be developed?

VI. Suggested learning activities and experiences:

1. Assign the following readings as a supervised study period:

   Official Manual – pp. 12-13, pp. 15-18, pp. 16-29.
   VAS Unit 7001
   Student Handbook – pp. 39-48, pp. 74-77.

2. Show class FFA transparencies and explain and discuss them.

3. Have students complete the FFA Student Worksheets on Officer Duties and Meeting Room Arrangement.

4. Role play the opening and closing ceremony giving each class member an opportunity to recite an officer's part.

5. Have class arrange the classroom for a meeting and conduct a mock meeting using the correct order of business.

6. Show the film, "Food from Farm to You" available on a loan basis from the State FFA Office in Roanoke.

7. Show the slide set entitled, "FFA Unites Youth with Opportunities" available on loan basis from the State FFA Office in Roanoke.

8. Invite the Sectional FFA President to speak to the class on duties and responsibilities of members and officers.

VII. Application procedures:

1. In order to apply what has been learned in class, all members should become active FFA members.

2. Maximum application for freshmen students can be achieved through the organization of a Greenhand Club to give younger students an opportunity to assume leadership roles.

3. Freshmen class could assume responsibility for arranging the meeting room for local chapter meetings.

VIII. Evaluation:

1. Select appropriate questions from list included in this material to use as a test at the end of the problem area.
2. Collect and grade student notebooks.

IX. References and aids:

1. Official FFA Manual (1980 edition) – National FFA Supply Service
2. Student Handbook – National FFA Supply Service
3. Film "Food from Farm to You" – State FFA Office
4. Slide Set "FFA Unites Youth with Opportunities" – State FFA Office
5. Transparencies, student worksheets, test questions, and teacher' guide included with this problem area.
6. VAS Unit 7001

STUDENT WORKSHEET ON MEETING ROOM ARRANGEMENT AND SYMBOLS

Complete the meeting room arrangement by writing in the name of the officer for each of the seven stations.

2 3

FRONT

1 MEMBERS 4 DOOR

7 6 5

Complete the following lists by writing in the name of the office and its symbol.

	Office	Symbol
1.		
2.		
3.		
4.		
5.		
6.		
7.		

STUDENT WORKSHEET ON OFFICER DUTIES

Write the name of the officer in the blank following the duty which goes with his or her office.

Duty	Officer
1. Prepare the agenda for each meeting.	
2. Issue membership cards.	
3. Collect dues.	
4. Chair the earnings and savings committee.	
5. Prepare the meeting room.	
6. Supervise chapter committee operations.	
7. Take charge of candidates for degree ceremonies.	
8. Work with local media on radio and T.V.	
9. Coordinate the activities of the chapter.	
10. Have copies of the constitution and by-laws.	
11. Prepare news reports.	
12. Assist with entertainment and refreshments.	
13. Preside at meeting in absence of president.	
14. Appoint committees.	
15. Attend to chapter records.	
16. Prepare a chapter scrapbook.	
17. Prepare chapter budget.	
18. Call special meetings.	
19. Count and record rising vote when taken.	
20. Assist in maintaining the chapter bulletin board.	

STUDENT WORKSHEET ON MEETING ROOM
ARRANGEMENT AND SYMBOLS

Complete the meeting room arrangement by writing in the name of the officer for each of the seven stations.

2 Secretary

3 Advisor

FRONT

1 President

MEMBERS

4 Vice-President

DOOR

7 Reporter

6 Treasurer

5 Sentinel

Complete the following lists by writing in the name of the office and its symbol.

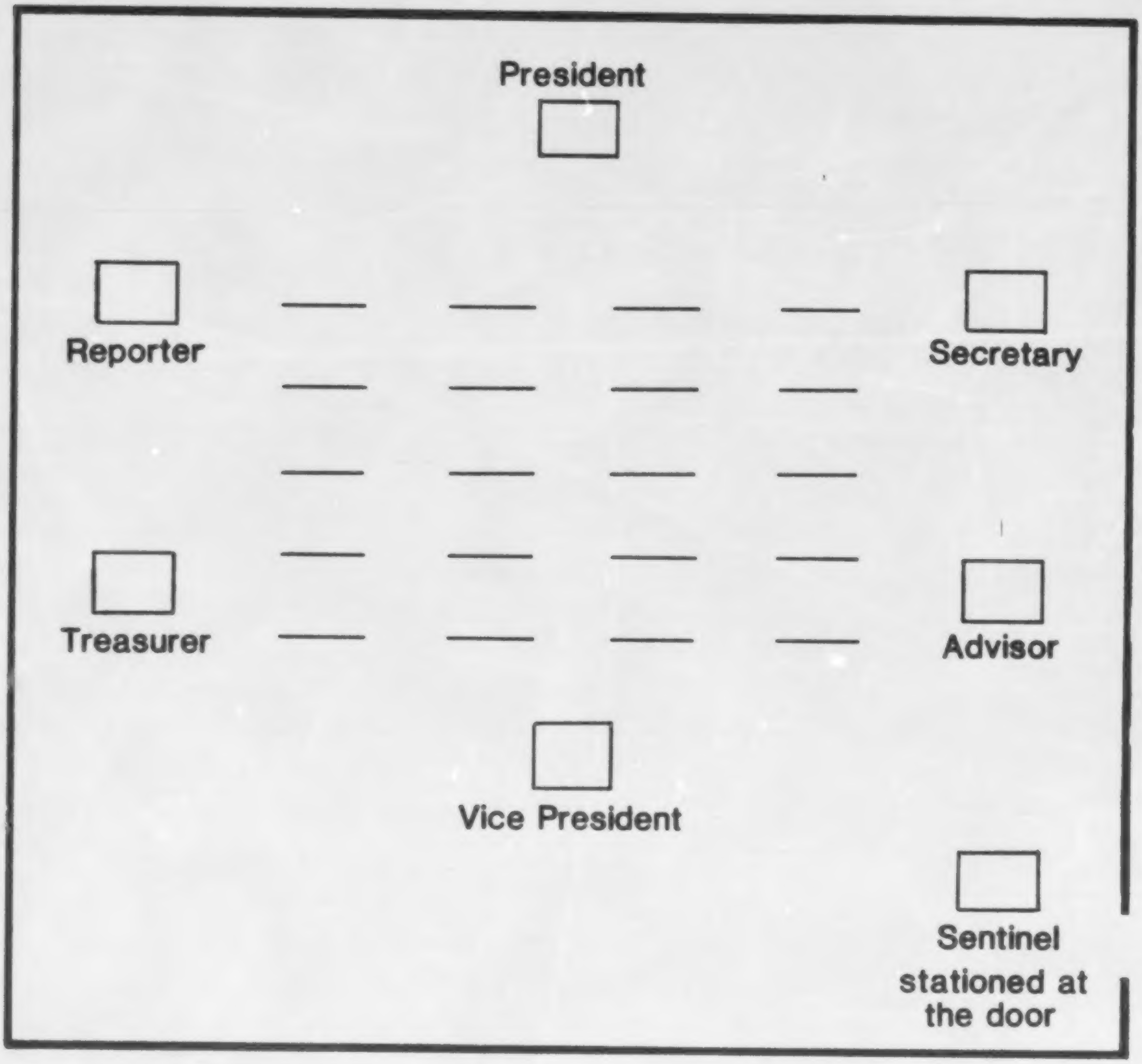
	Office	Symbol
1.		
2.		
3.		
4.		
5.		
6.		
7.		

STUDENT WORKSHEET ON OFFICER DUTIES

Write the name of the officer in the blank following the duty which goes with his or her office.

	Duty	Officer
1.	Prepare the agenda for each meeting.	President
2.	Issue membership cards.	Secretary
3.	Collect dues.	Treasurer
4.	Chair the earnings and savings committee.	Treasurer
5.	Prepare the meeting room.	Sentinel
6.	Supervise chapter committee operations.	Vice-President
7.	Take charge of candidates for degree ceremonies.	Sentinel
8.	Work with local media on radio and T.V.	Reporter
9.	Coordinate the activities of the chapter.	President
10.	Have copies of the constitution and by-laws.	Secretary
11.	Prepare news reports.	Reporter
12.	Assist with entertainment and refreshments.	Sentinel
13.	Preside at meeting in absence of president.	Vice-President
14.	Appoint committees.	President
15.	Attend to chapter records.	Secretary
16.	Prepare a chapter scrapbook.	Reporter
17.	Prepare chapter budget.	Treasurer
18.	Call special meetings.	President
19.	Count and record rising vote when taken.	Secretary
20.	Assist in maintaining the chapter bulletin board.	Reporter

Room Arrangement for FFA Meetings


President
Reporter
Secretary
Treasurer
Advisor
Vice President
Sentinel
stationed at
the door

Order of Business for a Chapter Meeting

Agenda

1. Opening ceremony
2. Minutes of the previous meeting
3. Officer reports
4. Report on chapter program of activities
5. Special features
6. Unfinished business
7. Committee reports
    a. Standing
    b. Special
8. New business
9. Degree and installation ceremonies
10. Closing ceremony
11. Entertainment, recreation, refreshments

Keys To Successful Chapter Meetings

1. Establish a meeting schedule for the year.
2. Have Executive Committee meet one week ahead of the chapter meeting to plan agenda.
3. Include three elements in each meeting - Business, Program, and Recreation and/or Refreshments.
4. Use opening and closing ceremonies.
5. Arrange meeting room properly.
6. Follow correct order of business.
7. Have something of genuine interest to do.
8. Develop pride in FFA meetings.
9. Involve all members.
10. Use proper parliamentary procedure.

DISCUSSION GUIDE FOR FFA TRANSPARENCIES

I. Transparency No. 7: **Room Arrangement for FFA Meetings** – Sources – "Official FFA Manual" and "Student Handbook"

   A. Explain where each officer should be stationed in a meeting room.

II. Transparency No. 8: **Order of Business for a Chapter Meeting** – Sources – "Official FFA Manual" and "Student Handbook"

   A. Go through each item in the order of business and discuss who gives the report and explain the purpose of each report. (Report on Chapter Program of Activities: the members who are in charge of each of the eleven areas should give a progress report on their committee.)

III. Transparency No. 11: **Keys to Successful Chapter Meetings** – Sources – "Official FFA Manual."

   A. Ask class why each one may be important to have a successful chapter.

   B. Ask class if they can think of any other ideas that are important to having a successful chapter meeting. An example may be starting the meeting on time and not running it too long.

UNIT C: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: DEVELOPING BASIC PARLIAMENTARY SKILLS

SUGGESTIONS TO THE TEACHER:

This instructional packet is designed for use with ninth grade or beginning students enrolled in an agricultural or horticultural occupations program. The recommended time for teaching this problem area is during the fall semester or prior to the FFA Sectional Parliamentary Procedure Contest. It is important that beginning students receive instruction in parliamentary procedure so they can participate effectively in FFA and other organizational meetings. The estimated instructional time for this problem area is 7-10 days depending on how far the teacher wishes to go in developing parlimentary procedure skills at the freshmen or sophomore level. If the teaching plan is limited to classroom discussion with little or no practice the instructional time can be seven days or less. If students are to be involved in mock meetings, role playing and other activity exercises, the instructional time will need to be increased.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, information sheet, and test questions were developed by Paul Hemp and John Kermicle. Transparency masters and the transparency discussion guide were prepared by Vocational Agriculture Service. Suggestions and guidance in the development of these materials were provided by Eldon Witt and John Fedderson, Illinois Association FFA, Donald Uchtman, Professor of Agricultural Law and Roger Courson, Vocational Agriculture Service, University of Illinois.

INFORMATION OUTLINE FOR PARLIAMENTARY PROCEDURE

I. INTRODUCTION

A. History
   1. Began as rules of conduct in the English Parliament.
   2. Parliamentary law today is significantly different; frequently organizations interpret parliamentary law to satisfy members needs.
   3. Examples of its use: School Board, Political Conventions, Service Groups, Pork Producers' meeting, State FFA Conventions, etc.

B. Purpose
   1. To provide order in the meeting place.
   2. To uphold the rule of the majority.
   3. To protect the rights of the minority.

II. DUTIES OF THE PRESIDENT

A. A president **presides** over the meeting; he or she does not direct the meeting.

B. The president should always restate the motion and become knowledgeable on how to respond to each motion.

C. The president should use the gavel properly:
   1. One tap of gavel should follow announcement of vote.
   2. The gavel can be used to maintain order.
   3. The gavel should be used properly as stated in the FFA opening and closing ceremony.

D. The president votes in case of a tie.

III. VOTING PROCEDURES

A. Voice vote, by saying "aye" or "no" (strictly speaking this should be "aye" or "nay" or "yes" or "no").

B. Rising vote, which includes standing or a show of hands.

C. A secret ballot or written vote.

IV. TERMINOLOGY

A. Presenting a motion.
   1. Obtain the floor.
   2. Example: "I move that we . . . .," Never, "I make a motion . . . ."

B. Seconding the motion.
   1. In general most motions should be "seconded" before being discussed or voted on.
   2. Members need not be recognized by chair and need not rise.
   3. Example: "I second the motion."

C. Debate or discussion of the motion (question).
   1. Discussion should be limited to question under consideration, and primarily intended to bring out facts about it.
   2. The member that made the motion has first and also last discussion, if so desired.
   3. Speakers should avoid:
      a. Personalities.
      b. Motives of the opposition.
      c. Reference to members by name.

D. Types of votes.
   1. Simple majority: One more then half the members present.
   2. 2/3 majority: One more than 2/3 of the members present. Used when the rights of a member or members will be limited. May require a rising vote.

E. Order of precedence.
   1. There is an order or rank to motions.
   2. See transparency overlay of pyramid.

F. Reconsideration.
   1. Some motions give the chance of members to change their minds; others do not.
   2. This will be specified on each motion discussed.

V. MAIN MOTION

A. Presented to introduce business or a proposal for chapter to act on.
B. Requires a second; is debatable and amendable; requires a majority vote; can be reconsidered.
C. Example: "I move that we host a crime prevention school for the community."

VI. SUBSIDIARY MOTIONS. Applied to original motion to improve wording or dispose of or add details.

A. To lay on the table.
   1. A way of stopping action on the question being discussed so the chapter can move on to more urgent business.
   2. Requires a second; is not debatable or amendable; requires a majority vote; may not be reconsidered.
   3. Must be taken from the table later in the same meeting or at next meeting.
   4. Example: "I move that the question be laid on the table."

B. To call for the previous question.
   1. Used to stop debate and speed up the meeting.
   2. Requires a second; is not debatable or amendable; requires a 2/3 majority vote; can have no subsidiary motions applied to it.
   3. Can be stated specifically or on all pending business. Example, "I move the previous question on all pending questions." (Main motion and amendments.)

C. To limit or extend time for debate.
   1. May be used to limit number of speakers, the length of their debate, or close debate at a specific time.
   2. Requires a second; not debatable or amendable; a 2/3 majority vote: can be reconsidered.
   3. Example: "I move that debate be limited to three minutes for each member."

D. To postpone definitely.
   1. Much like the subsidiary motion "To lay on the table," but postpones action to a definite time.
   2. Requires a second; is debatable, but not amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that we postpone the selection of our banquet speaker until our next meeting."

E. To commit or refer.
   1. Many times more information is needed before an intelligent decision can be made on a motion. A motion to refer to committee fulfills this need.
   2. Requires a second; is debatable; amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that the motion to have a FFA workday be referred to a committee of three, to be appointed by the chair and given full power to act, and that the committee report its action at the next regular meeting."
   4. ..... or simply, "I move to refer the question to a committee."

F. To amend.
   1. The amendment is used to change and, hopefully, improve the main motion or pending question.
   2. Requires a second; is debatable; amendable. requires a majority vote; can be reconsidered.
   3. Only one first degree amendment and one second degree amendment can be added at a time and must relate to the question.
   4. Amendments can:
      a. Insert or add words.
      b. Strike out words.
      c. Substitute words.
      d. Substitute words.
   5. An amendment is out of order:
      a. If it only makes the affirmative or an amended question equal to the negative of the original.
      b. If it strikes out or adds words that would not leave a sensible question before the group.
      c. If it is absurd.
      d. If it is not related to the question.
   6. Examples:
      a. Main motion: "I move that the chapter buy a tractor."
      b. 1st degree amendment: "I move to amend the main motion by inserting the word, "John Deere" so that the motion will read, I move that the chapter buy a John Deere tractor.""*
      c. 2nd degree amendment: "I move to amend the amendment by adding the word, 'used'."

G. To postpone indefinitely.
   1. Used to reject or "kill" the motion on the floor; gives the opposing view a chance to defeat the motion without a direct vote.
   2. Requires a second; is debatable but not amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that the motion to have a FFA–FHA dance be postponed indefinitely."

VII. INCIDENTAL MOTIONS

A. To rise to a point of order.
   1. To rise to a point of order is a result of business "on the floor" (being discussed) and must be decided before continuing.
   2. Used to point out a parliamentary error of the president or one of the members.
   3. No second required; is not debatable or amendable; no vote is required.
   4. Example:
      "Madame Chairman, I rise to a point of order."
      Madam Chairman: "State your point of order."
      "The previous question 'motion' requires a 2/3 majority vote, not a simple majority."
      Madam Chairman: "Your point is well-taken."

B. Appeal the decision of the chair.
   1. Used when a member disagrees with a decision of the president.
   2. Requires a second; is debatable but not amendable; requires a majority vote; can be reconsidered.
   3. Example:
      "Mr. President, I appeal from the chair's decision regarding the decision to send only chapter officers to the State Convention."
      President: "Those supporting the decision of the chair please rise. Be seated. Those opposed please rise. Be seated. The decision of the chair is sustained (or reversed)."

---

* When **inserting** a word, one should always say where to insert by repeating motion. If the word is at the end of the sentence use the terminology, **adding** a word.

C. Suspend the rules.
   1. To make a temporary change in the agenda, or change some rule which interferes with chapter progress on a particular item of business.
   2. Requires a second, is not debatable or amendable; requires a 2/3 majority vote; cannot be reconsidered.
   3. Example: Suppose you have a 50-minute movie scheduled at the end of the meeting, but the meeting gets long, "I move that we suspend the rules in order to view the film." Many chapters use such a motion at the beginning of their chapter banquet to indicate their normal rules of order will not be followed.

D. Division of the house.
   1. Sometimes when the vote is very close, it is easy for the president to err. This can be resolved by a division of the house, that is, a standing vote or hand vote. For accuracy, the secretary should assist the president in counting.
   2. Does not require a second; is not debatable or amendable; does not require a vote; cannot be reconsidered.

E. Parliamentary inquiry.
   1. Can be used by member to clarify or answer parliamentary questions on business that arises.
   2. Does not require a second, is not debatable or amendable; requires no vote; cannot be reconsidered.

F. To withdraw a motion.
   1. Used when a member changes his or her mind before the president restates the motion.
   2. Does not require a second; is not debatable or amendable; no vote is taken. President simply asks if anyone objects.
   3. Example: "I request permission to withdraw this motion."

VIII. PRIVILEGED MOTICNS. Motions that allow members their due rights and privileges.

A. Adjourn.
   1. Seldom used in FFA since it is built into closing ceremony.
   2. Requires a second; is not debatable or amendable; requires a majority vote; can be reconsidered.

B. Question of privilege.
   1. The rules of parliamentary procedure protect the rights of members to hear, have motions stated, etc.
   2. The question of privilege is simply stated; "I rise to a question of privilege."
      The president responds, "What privilege do you request?"
      "It is not possible to hear the secretary's report. Could she speak up, please?"

IX. OTHER MOTIONS

A. Reconsider.
   1. Allows a second vote when a chapter realizes a motion was not such a good idea after all.
   2. Must be made by member from winning side later in same meeting or at next meeting.
   3. Requires a second; is debatable but not amendable; requires a majority vote.
   4. Example: A member from the winning side can say, "I move to reconsider the motion to raise chapter dues $2.50."

B. Rescind.
   1. Used to erase an earlier action completely.
   2. Requires a second; is debatable and amendable; requires a 2/3 vote; cannot be reconsidered. If notice is given before meeting, only a majority is required.
   3. Example: "I move to rescind the action taken regarding the field trip to Springfield."

INFORMATION SHEET

SUGGESTIONS FOR RECORDING MINUTES OF AN FFA MEETING

The secretary should record notes during the course of a meeting and then, write the minutes in approved form after the meeting. The minutes should contain enough detail to enable a chapter member who did not attend the meeting to know what took place by reading the minutes. The official FFA Secretary's Book has a sample set of minutes for students to observe. The minutes should include the following:

1. Kind of meeting (regular or special).
2. Date, time and place of meeting.
3. Number of members and guests present. Names of guests should be included.
4. Action taken on minutes of the previous meeting.
5. Summary of committee reports and officer reports.
6. Record of business transacted. All motions should be accurately reported with name of member who originated the motion and the name of the member who seconded it. The minutes should show how the motion was handled.
7. Description of program, if any.
8. Time of adjournment.
9. Signature of secretary.

Minutes should contain the essential facts but not all the details of discussion need be included. The minutes should show what is done not what is said.

Students participating in parliamentary procedure contests and serving as secretary will have to adjust the recommended procedures in order to follow the rules of the contest. There will be limited time to write the minutes and to correct them. Practice in writing minutes of mock meetings should be scheduled for those members who plan to participate in a parliamentary procedure contest. Students serving as secretary in most parliamentary procedure contests in Illinois are evaluated on the basis of the following:

1. Ability to keep the chairperson informed.
    a. Does he or she remind chairperson of points which are neglected?
    b. Does he or she give needed information when asked?
2. Quality of notes or minutes kept.
    a. Are notes brief, but orderly?
    b. Do they show all motions passed or lost?
    c. Are they complete?
    d. Are the minutes dated and signed?

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem area: Developing basic parliamentary procedure skills.

III. Objectives: At the close of this problem area student will:

1. Understand why parliamentary procedure skills are useful and important.
2. Be able to describe and use correctly the following:
    a. Main motions.
    b. Subsidiary motions including amendments, to lay on the table, to call for the previous questions, to limit or extend time for debate, to postpone, and to commit or refer.
    c. Incidental motions including rise to a point of order, appeal the decision of the chair, suspend the rules, division of the house, parliamentary inquiry and withdraw a motion.
    d. Privileged and other motions including to adjourn, raise a question of privilege, to reconsider, and to rescind.
3. Be able to use correct parliamentary terms and language.
4. Be able to serve as chairperson of a meeting and to handle business using basic parliamentary procedure skills.
5. Understand how to record and write minutes of a meeting.

IV. Suggested interest approaches:

1. Ask class what organizations or clubs they belong to where parliamentary procedure is used.
2. Find out if any class members have served as a chairperson of a meeting and if so, what problems they had in conducting the business session.
3. Ask class to name organizations or groups that use parliamentary procedures.
4. Develop a list of reasons for studying parliamentary procedure by using the lead question, "Why is it important that we be able to use parliamentary procedure skills?"

V. Anticipated problems and concerns of students:

1. What is parliamentary procedure?
2. Why is it used?
3. Where is it used?
4. How should the gavel be used in a business meeting or at an FFA meeting?
5. How does one obtain the floor?

6. How should a main motion be stated?
7. What is the purpose of discussing a motion and how should the discussion be controlled?
8. What are the different methods of voting and when are these methods used?
9. When is a "second" required?
10. What is a simple majority? a 2/3 majority?
11. What are subsidiary motions and when and how are they used?
12. What are incidental motions and when and how are they used?
13. What are privileged motions and when and how are they used?
14. What are the duties of a chairperson?
15. What motions take precedence over other motions?
16. What should be included in the minutes?

NOTE TO TEACHER: If students have not had parliamentary procedure experience, they will probably not be able to identify the listed problems and concerns. If this condition prevails, the teacher should give the student his or her list of questions for study.

VI. Suggested learning activities and experiences:

1. Have class list problems and concerns, or if they are not able to do this, write the suggested list on the chalkboard.
2. Reorder and/or group problems and concerns so students can learn the necessary basic information in proper sequence. Consider grouping problems and concerns according to type of motion such as main motion, privileged motions, subsidiary motions, etc.
3. Assign students one or more problems to study. Distribute reference material and have class look up the necessary information.
4. Plan classroom instruction into two phases--information gathering and student practice. Schedule time for each activity during the class period so student interest can be maintained.
5. Have class members locate information and record it in their notebooks; then, provide time for students to practice the skill they have studied.
6. Have class answer questions in "Beginning Steps in Parliamentary Procedure" included with this packet.
7. Use set of transparencies and discussion guide included with this packet to explain ladder systems, types of motions and order of precedence.
8. Use VAS filmstrip "An Introduction to Parliamentary Procedure."
9. Conduct a mock meeting in class to give students practice in using parliamentary procedure skills.

10. Divide class into teams and conduct a parliamentary procedure contest within the class or conduct a contest between classes.

11. Conduct a quiz contest using the true–false questions included in this packet.

12. Have one or more class members keep minutes for a mock meeting. Evaluate the finished product.

VII. Application procedures:

1. Follow-up class instruction by monitoring parliamentary procedure skills used at FFA meetings.

2. Select a parliamentary procedure team to represent the chapter in the Sectional FFA Parliamentary Procedure Contest.

3. Arrange for class members to present a parliamentary procedure demonstration in front of a civic group or service club.

4. Develop standards for quality FFA meetings and emphasize use of proper parliamentary procedures at these meetings.

VIII. Evaluation:

1. Prepare a test from the list of test questions included in this packet and administer it at the end of this problem area.

2. Evaluate and/or grade students on the activity phase of the instruction.

IX. References and aids:

1. FFA Student Handbook.

2. A Revised Guide to Parliamentary Practices.

3. Mister Chairman.

4. Beginning Steps in Parliamentary Procedure.

5. An Introduction to Parliamentary Procedure (VAS filmstrip).

6. Materials included in this packet.

Parliamentary Procedure Pyramid

How Motions Are Ranked

Adjournment

Recess

Points of Order

Lay on Table

Previous Question

Postpone to Definite Time

Refer to a Committee

Amendment to Amendment

Amendment to Main Motion

Postpone Indefinitely

The Main Motion

MAIN MOTIONS

1. Main motion

UNCLASSIFIED MOTIONS

1. To take from the table
2. To reconsider
3. To rescind

SUBSIDIARY MOTIONS

In order of precedence:

1. To lay on the table
2. To call for the previous question
3. To limit or extend time for debate
4. To postpone to a certain time
5. To commit or refer
6. To amend
7. To postpone indefinitely

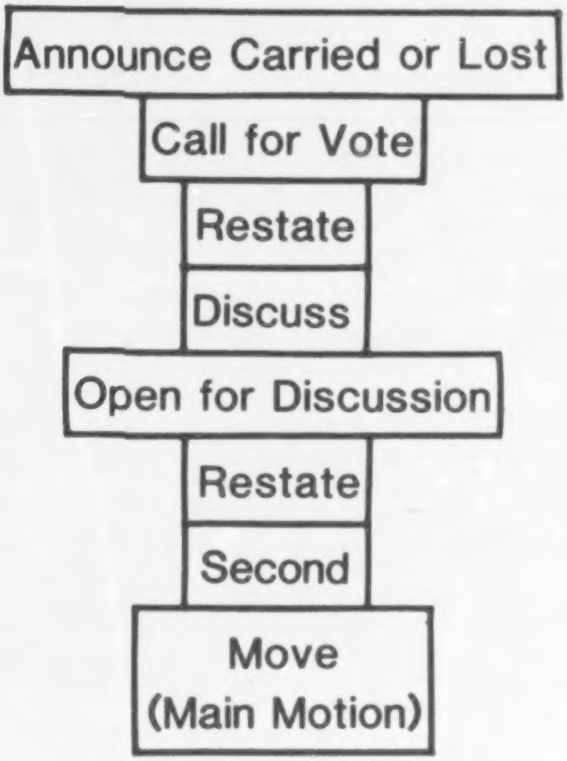
PRIVILEGED MOTIONS

1. To fix the time for adjournment
2. To adjourn
3. To take a recess
4. To raise a question of privilege

INCIDENTAL MOTIONS

1. To raise to a point of order
2. To appeal from the decision of the chair
3. To suspend the rules
4. To object to the consideration of a question
5. To divide a question
6. To call for a division of the house
7. To request parliamentary information
8. To withdraw a motion

MAIN MOTION LADDER



Announce Carried or Lost

Call for Vote

Restate

Discuss

Open for Discussion

Restate

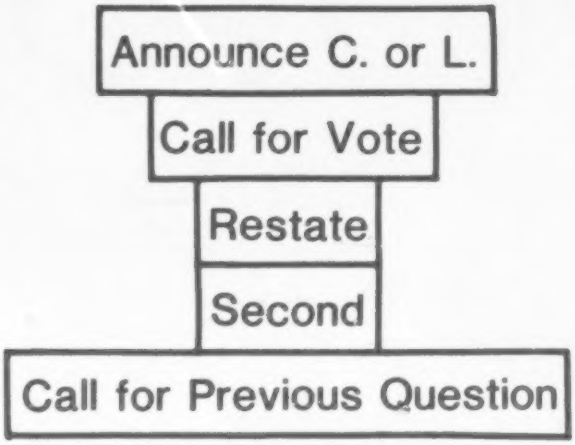
Second

Move
(Main Motion)

AMENDMENT LADDER

Announce C. or L.
Call for Vote
Restate
Discuss
Open for Discussion
Restate
Second
Amend

CALL FOR PREVIOUS QUESTION LADDER


Announce C. or L.
Call for Vote
Restate
Second
Call for Previous Question

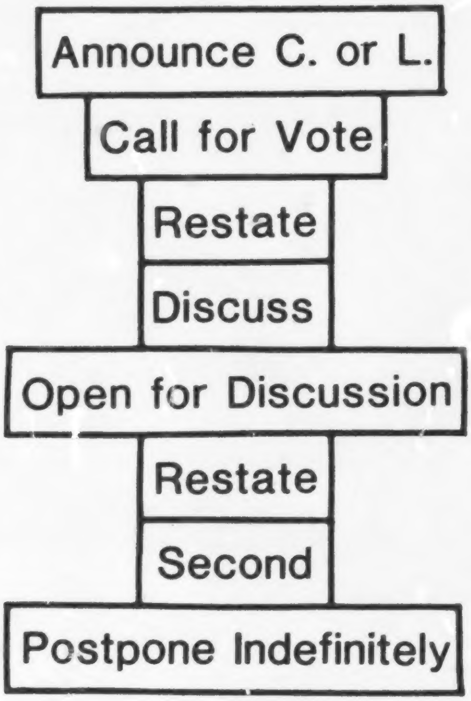
POINT OF ORDER LADDER

Announce C. or L.
Call for Vote
Restate If Referred to Group
Point of Order

THE APPEAL FROM DECISION OF THE CHAIR LADDER

Announce C. or L.
Call for Vote
Restate
Second
Appeal From the Decision of the Chair

POSTPONE INDEFINITELY LADDER



Announce C. or L.

Call for Vote

Restate

Discuss

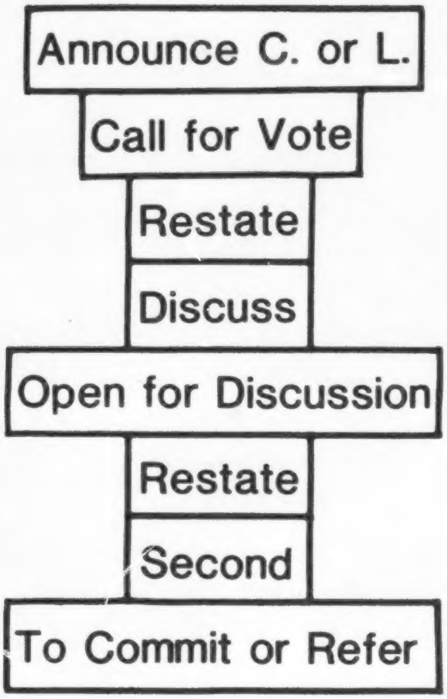
Open for Discussion

Restate

Second

Postpone Indefinitely

COMMIT OR REFER LADDER



Announce C. or L.

Call for Vote

Restate

Discuss

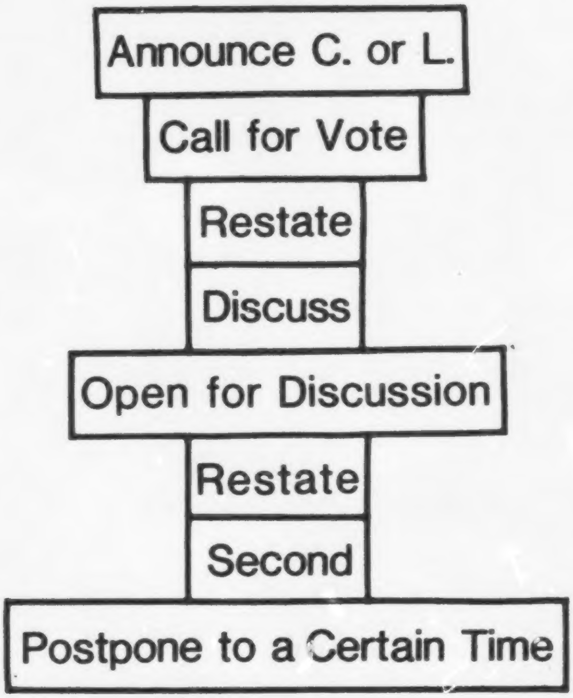
Open for Discussion

Restate

Second

To Commit or Refer

POSTPONE TO A CERTAIN TIME LADDER



Announce C. or L.
Call for Vote
Restate
Discuss
Open for Discussion
Restate
Second
Postpone to a Certain Time

TO LAY ON THE TABLE LADDER

Announce C. or L.
Call for Vote
Restate
Second
To Lay on Table

TO LIMIT OR EXTEND TIME FOR DEBATE LADDER

Announce C. or L.
Call for Vote
Restate
Second
To Limit or Extend Time for Debate

DISCUSSION GUIDE FOR PARLIAMENTARY PROCEDURE TRANSPARENCIES

I. Transparency No. 1: **Parliamentary Procedure Pyramid – How Motions Are Ranked**

A. This chart shows that a motion lower on the pyramid is out of order if a motion above it is being considered.

B. This transparency would be useful as a review after showing the rest of the transparencies. It can be used to provide a test of whether students remember which motions require a second, if they are amendable, debatable, what type of vote is required for passage, and if they can be reconsidered.

II. Transparency No. 2: **Main Motions and Unclassified Motions**

A. Main Motion – A main motion is used to get group approval for a new project or some other course of action. The main motion requires a second, is debatable, amendable, and requires a majority vote and can be reconsidered.

When a member or person is making a motion, he or she should start off with "I move that . . . ." or I move to . . . ." Never say "I make a motion. . . ." This is improper. Also, no discussion should be made on a motion until it has received a second.

B. Unclassified Motions – These motions include the following: to take from the table, to reconsider, and to rescind. The motion to take from the table is a motion to bring up for discussion a question that had been laid on the table previously.

The motion to reconsider is made when a chapter member feels the chapter has made a mistake in voting on a previous action and wishes to have the chapter vote again. This can only be made by a member who voted on the winning side of the motion in question.

In rare instances, a chapter may make a very serious mistake and a chapter member may want the previous action to be erased. This can be done by a motion to rescind which, if passed by 2/3 majority, (in most cases) is automatically deleted from the minutes by the secretary.

III. Transparency No. 3: **Subsidiary Motions**

A. A subsidiary motion is a motion that is applied to another motion as a means to improve wording, dispose of or add to the original motion. Thus, all subsidiary motions take precedence over the main motion. The motion to lay on the table takes precedence over all other subsidiary motions.

B. The teacher may want to go through each one of the seven subsidiary motions and give examples of each. The booklet entitled, **A Revised Guide to Parliamentary Procedure** has good examples for each subsidiary motion.

C. The teacher can ask class if each subsidiary motion is debatable, does it require a second, is it amendable, does it require a simple or 2/3 majority, and may it be reconsidered.

IV. Transparency No. 4: **Privileged Motions**

A. The privileged motion is one that deals with the rights and privileges of the group or any of its members. The privileged motion is not like the subsidiary and incidental motions because it does not relate to the pending question. The privileged motion takes precedence over all other motions.

B. It would be helpful to give examples and discuss whether each privileged motion requires a second, if they are amendable, if a vote is required, and if it can be reconsidered. All privileged motions are not debatable.

V. Transparency No. 5: **Incidental Motions**

A. Incidental motions arise as a result of, in connection with, or out of a pending question and must be decided before the pending question or motion can be decided. Incidental motions yield to all privileged motions, and usually to the subsidiary motion to lay on the table.

B. The teacher may want to go through each one of the eight incidental motions and give examples of each. In discussing these incidental motions, he or she may want to discuss whether each one requires a second, is debatable or amendable, vote required, kind of majority needed for passage and whether each motion can be reconsidered.

VI. Transparency No. 6: **Main Motion Ladder**

The main motion or principal motion introduces business or makes a proposal for the group's action. The main motion does not take precedence over any other type of motion. It requires a second and the chairperson should restate the motion before opening up the main motion for discussion. The main motion is amendable and requires a simple majority for passage. Before voting on the motion, the chairperson should restate the motion, have the group vote and then announce the result. Remember that a person making a motion should never say, "I make a motion. . . ." but "I move. . . ."

VII. Transparency No. 7: **Amendment Ladder**

A. The amendment attempts to change and hopefully improve the main motion or pending question.

B. A motion may be amended by:

1. Inserting or adding words
2. Striking out words.
3. Striking out and inserting words.
4. Substituting words.

C. An amendment cannot change the meaning of a motion completely and must be related to the motion.

D. Amendments require a second, are debatable, and there can be an amendment to the amendment. But a second-degree amendment cannot be amended because this becomes too confusing. Once all discussion is completed, the amendment should be restated and voted on. An amendment requires a majority for passage, and the results should be announced by the chairperson after the voting is completed as carried or lost.

VIII. Transparence No. 8: **Call for Previous Question Ladder**

A. The call for the previous question is to stop debate, and speed up the meeting by bringing the question or questions to a vote. The call for the previous question can be applied to the immediate pending question or to all pending questions depending upon the preference of the person who is making the motion.

B. The call for the previous question requires a second and is not debatable or amendable. Since this motion limits the rights of the members with a nondebatable motion, it takes a 2/3 majority for passage. The chairperson should restate the motion after it has received a second and announce the vote result as carried or lost. If the vote passes, then the group will proceed to vote on the pending question or all pending business.

IX. Transparency No. 9: **Point of Order Ladder; The Appeal from Decision of the Chair Ladder**

A. The member may rise to a point of order to point out a parliamentary error of the president or one of the members.

The rise to a point of order does not require a second, is not debatable or amendable and **no vote is required.**

The chairperson will ask the member to state his or her point. Then, the chairperson may accept or reject the point because this authority is given to the chairperson.

Chairpersons do not have to make the decision by themselves. They have the option of restating the member's point of order to the group and letting them decide. For passage, the point of order requires a majority vote. Thus, after the vote the chairperson will rule the member's point of order well taken or as being rejected.

B. The appeal to the decision of the chair is used when a member disagrees with a decision of the chairperson and feels the chapter should vote on whether the decision of the chair is to be upheld or supported.

The appeal requires a second, is debatable in most cases, is not amendable, requires a majority vote and can be reconsidered. After the appeal has received a second, the chairperson will restate the appeal and have the group vote on the appeal. Then, the chairperson will announce that the decision of the chair is upheld and reversed.

X. Transparency No. 10: **Motion to Rescind Ladder; Divison Ladder**

A. The motion to rescind is used to erase an earlier action completely. This includes the removal of the previous action from the minutes of the meeting.

This motion requires a second, should be restated by the chairperson and is debatable and amendable. Most often the vote for passage requires a 2/3 majority, but considerable variation is found in practice.

Once discussion is halted, the chairperson will restate the motion, have the group vote and announce the vote as being carried or lost. If passed, the secretary is to delete from the minutes all records of the previous action involved in the motion.

B. The division of the house is used when the vote is very close, by asking for a **counted** vote.

The division of the house can be called any time that the chair does not have an actual counted vote. The division may be called for any time after a question has been put up for voting and quite often after the result has been announced. But it must be called for before any new business has been announced.

The division does not require a seocnd, is not debatable, amendable, and cannot have any other subsidiary motions applied to it. The chairperson should get a counted vote the next time and announce this counted vote as carried or lost.

XI. Transparency No. 11: **Postpone Indefinitely Ladder**

The purpose of a motion to postpone indefinitely is not to postpone the motion but to actually reject or kill the motion that it is applied to. This motion can be applied whenever a member feels the motion on the floor is not worth considering now or in the future.

The motion requires a second, is debatable, but not amendable, and requires a majority for passage. The chairperson should restate the motion after it has received a second and before the group votes on the motion. Finally, the chairperson should announce after taking a vote of whether it carried or lost.

XII. Transparency No. 12: **Commit or Refer Ladder**

Many times a group will need more information before making an intelligent decision on a motion. The motion to commit or refer to a committee is used for the purpose of looking into a motion and finding out more about it. Depending upon the motion, some committees are given full power to act if a decision needs to be made before the next regular meeting or if they feel the committee can act on this subject alone.

The motion to commit or refer requires a second, and after being restated by the chairperson is open for discussion and is amendable. After the motion has been discussed or the previous question is called for, the chairperson should restate the motion and have the group vote. For passage, it requires a majority and the chairperson should announce after the vote that the motion has carried or lost.

XIII. Transparency No. 13: **Postpone to a Certain Time Ladder**

To postpone a motion to a certain time is also known as postponing definitely. It should be understood that its purpose is to set aside the pending question (motion currently on the floor) until later in the meeting or at the next meeting. It should not be forgotten about entirely because this would be a motion to postpone indefinietly, not one to postpone to a certain time.

The motion to postpone definitely requires a second, should be restated after the second by the chairperson and opened up for discussion. Under certain circumstances, the motion may be amended. After the discussion is over, the chairperson should restate the motion and have the group vote. If the vote receives a majority, the chairperson should announce that it has carried or if it does not receive a majority, that the motion lost.

XIV. Transparency No. 14: **To Lay On the Table Ladder; To Limit or Extend Time For Debate Ladder**

A. The motion to lay on the table is used to postpone action on a question that is being discussed so the group can move on to more urgent business.

The motion must receive a second, it is not debatable or amendable, and requires a majority for passage. After receiving a second, the chairperson will restate the motion and have the group vote on the motion. Then, the chairperson should announce that the motion has carried or lost.

B. The motion to limit debate is a way to step up the pace of the meeting by limiting the number of speakers, the length of their debate or by closing debate at a specific time.

After the motion is made, it must receive a second. Then, the chairperson will restate the motion and have the chapter vote on the motion. Since this motion takes certain rights away from the members, it requires 2/3 majority for passage. After the vote, the chairperson should announce if the motion carried or lost.

This motion can be amended under certain situations but it cannot be debated.

KEY TO
TEST QUESTIONS
TEACHER'S GUIDE TO PARLIAMENTARY PROCEDURE

TRUE(+) or FALSE (O)

F 1. It is always proper to start a motion with "I make a motion."

T 2. The purpose of parliamentary procedure is to provide order in the meeting place, uphold the rule of the majority, and protect the rights of the minority.

F 3. A good president directs the meeting.

F 4. Parliamentary law has changed little since its early usage in the English Parliament.

T 5. The president should always restate the motion and become knowledgeable on how to respond to each motion.

F 6. Two raps of the gavel should follow announcement of a vote.

T 7. There are basically three ways a vote can be taken.

T 8. A rising vote includes both standing or a show of hands.

F 9. Discussion does not have to pertain to the questions under consideration.

T 10. Discussion is primarily intended to bring out facts about the question.

T 11. The member that made the motion has first discussion.

F 12. Speakers should always question the opposition's motives.

T 13. Speakers should avoid personalities.

T 14. In general, every motion should be "seconded" before being discussed or voted on.

F 15. A member must be recognized by the chair and must stand to second a motion.

T 16. In FFA, the two general types of votes are a simple majority and two-thirds majority.

T 17. There is an order of rank, or precedence of motions.

T 18. The idea of reconsideration means that on some motions members can change their minds.

T 19. The main motion is presented to introduce business or a proposal for the chapter to act on.

F 20. The main motion requires a second, is debatable but not amendable, requires a majority vote and can be reconsidered.

T 21. Subsidiary motions are applied to original motion to imporve wording and dispose of or add details.

F 22. A motion to lay on the table means all urgent business is put on the desks before a chapter meeting so members will be aware of items to discuss.

F 23. A motion to lay on the table can be tabled indefinitely.

T 24. To lay on the table is not debatable.

T 25. A call for the previous question is used to stop debate and speed up the meeting.

F 26. A call for the previous question requires a simple majority vote.

T 27. It is proper to say "I move the previous question on all pending questions."

T 28. To limit or extend time for debate may be used to limit the number of speakers, their length of debate, or to close debate at a specific time.

T 29. To postpone definitely means to postpone consideration to a specific time.

F 30. To commit or refer means to ask the parliamentarian for advice.

T 31. The amendment is used to change, and hopefully improve, the main motion or pending question.

F 32. Several amendments can be added at one time to the motion.

F 33. Amendments can only insert or add words.

T 34. Amendments must be sensible and related to the question.

F 35. The president calls for votes in reverse order in case of a main motion, a first degree amendment, and second degree amendment.

T 36. To postpone indefinitely gives the opposing view a chance to defeat the main motion without a direct motion.

F 37. Incidental motions are not very important and must wait until the end of the meeting for action on them.

T 38. A rise to a point of order is used to point out parliamentary error.

T 39. An appeal of the decision of the chair is normally used when a member disagrees with a decision of the president.

F 40. To suspend the rules means that "anything goes" the rest of the meeting as long as the advisor doesn't care.

F 41. A division of the house is when the girls sit on one side of the room and the boys on the other.

F 42. A division of the house can be a hand vote.

T 43. Parliamentary inquiry can be used by members to clarify or answer parliamentary questions on business that arises.

T 44. To withdraw a motion does not require a second, is not debatable or amendable, and no vote is taken.

F 45. Parliamentary law does not allow members their due rights and privileges.

T 46. The procedure to adjourn is built into the closing ceremony for FFA meetings.

F 47. If you can't hear the secretary's report, there is nothing you can do about it.

T 48. A motion to reconsider allows a second vote.

T 49. The main advantage of a secret ballot is the protection of members' rights to private opinions.

T 50. A simple majority vote is one more than half the members present.

F 51. The parliamentarian normally breaks tie votes.

T 52. A 2/3 majority vote is generally used when the rights of a member of members will be limited.

F 53. To say "I move the previous question" is too general and always out of order.

T 54. It is a good idea to have an odd number, such as 3 or 5 members, on a committee.

T 55. A committee is sometimes given "full power to act."

T 56. An amendment has much the same requirements as a main motion in that it requires a second, is debatable, amendable, and requires a majority vote.

T 57. There are basically four ways an amendment can be used.

*T 58. If the main motion is "I move the chapter buy a camera," an amendment to buy a tractor is in order.

T 59. There are four basic types of motions: main, subsidiary, incidental and privileged.

T 60. Sometimes it is necessary to suspend the rules in order to accommodate a speaker.

T 61. The secretary should assist the president in counting votes.

T 62. A good way to ask for withdrawal of a motion is, "I request permission to withdraw this motion."

T 63. A motion to reconsider must be made from a member on the winning side of the vote.

T 64. If a motion to rescind passes, the earlier motion is completely stricken from the minutes.

F 65. A member may present a motion anytime he or she desires.

T 66. The motion to lay on the table has highest rank (precedence) of the subsidiary motions.

* This is somewhat controversial, but actually the amendment is still purchasing an item for the chapter which does not change intent.

T 67. The president should announce the results of a vote immediately.

F 68. The main motion outranks all subsidiary motions.

T 69. A motion for adjournment has highest rank (precedence) of all motions.

F 70. A point of order is debatable.

F 71. A parliamentary inquiry requires a second.

T 72. It is a good idea to have officer elections by secret ballot.

T 73. The chapter votes on an appeal of the decision of the chair motion.

T 74. The chapter sometimes votes on a point of order.

T 75. Good FFA chapters practice parliamentary procedures correctly.

Questions for more advanced students

F 76. To limit or extend debate requires a second; is not debatable or amendable; requires a simple majority vote; can be reconsidered.

T 77. To postpone definitely is not amendable.

T 78. To postpone indefinitely requires a second and is debatable but not amendable.

F 79. A point of order and an appeal to decision of the chair are privileged motions.

T 80. To suspend the rules requires a 2/3 majority vote.

F 81. A motion to withdraw can occur anytime after it is made.

F 82. To postpone indefinitely outranks to postpone to a certain time in the order of precedence.

T 83. These subsidiary motions are in proper rank. To lay on the table, to call for the previous question, and to limit or extend time for debate.

F 84. A division of the house motion calls for a second.

F 85. A previous question does not require a second.

T 86. A motion to adjourn outranks all other motions.

T 87. A second degree amendment can be made before there is any discussion on the first degree amendment.

T 88. The person who made the motion has first and last chance to speak.

T 89. Amendments should always be voted on in reverse order.

__T__ 90. Although a point of order can be called out at any point in the meeting, the member must then wait on the chair for recognition.

__T__ 91. If the chairman is in doubt, he may refer the point of order to a chapter vote.

__T__ 92. If an appeal to the decision of the chair affects the main motion, then the main motion adheres to the appeal.

__F__ 93. To postpone indefinitely and to rise to a point of order are both subsidiary motions.

__F__ 94. The main object of a motion to postpone indefinitely is obviously to postpone action.

__F__ 95. A motion to commit or refer requires a 2/3 majority vote, since it restricts the rights of the members.

__T__ 96. The president has the right to rule motions out of order.

__F__ 97. Sometimes it is in order for members to second their own motion.

__F__ 98. In the FFA opening ceremony, two taps of a gavel means to sit down, one means to stand up.

__F__ 99. The previous question can be amended.

__F__ 100. The motion to limit or extend debate can only be used to limit speakers to a certain length of speech or give them extra debate time.

COMPLETION (Write appropriate information or words to complete statements.)

101. Parliamentary law began as rule of conduct in __English__ __Parliament__.

102. The purpose of parliamentary law is:

    a. To provide order in meeting place
    b. To uphold the rule of the majority
    c. To protect the rights of the minority

103. A good president will __preside__ over the meeting.

104. __One__ tap(s) of gavel should follow announcement of vote.

105. The __president__ votes in case of a tie.

106. List three ways a vote can be taken:

    a. Voice vote
    b. Rising vote, which includes standing or a show of hands
    c. Secret ballot

107. Discussion is primarily intended to bring out facts about the motion.

108. Speakers should avoid in their discussion:

   a. Personalities
   b. Motives of the opposition
   c. Reference to members by name

109. The two types of votes are a simple majority and 2/3 majority.

110. The proper way to state a motion is, "I move that we . . . . . ."

111. A main motion is presented to introduce business or a proposal for chapter to act on.

112. Subsidiary motions are applied to original motions to improve wording, and dispose of or add details.

113. The two subsidiary motions which require a 2/3 majority vote are the previous question and limit debate.

114. A motion to commit or refer provides for more research and information on a question.

115. An amendment can:

   a. insert or add words words
   b. strike out words words
   c. strike out and insert words
   d. substitute words words

116. Give an example of a main motion, first and second degree amendement.
(Any acceptable answer.)

117. To postpone indefinitely gives the opposing view a chance to defeat the motion without a direct vote.

118. To rise to a point of order is a (an) incidental motion.

119. The chapter decides to appeal the decision of the chair's motion.

120. The division of the house can be used to get another vote if the vote count is in doubt.

121. A parliamentary inquiry is often used to clarify question concerning parliamentary use.

122. The motion to adjourn is built into the FFA closing ceremony.

123. List 4 subsidiary motions in order of precedence.

a. Lay on the table
b. Previous question
c. Postpone definitely
d. Limit debate
e. Refer to committee
f. Amend
g. Postpone indefinitely

124. In general every motion should be seconded before being discussed or voted on.

125 The idea of reconsideration means members have a choice to change their minds on a motion.

MULTIPLE CHOICE (Make appropriate choice of a, b, c, or d)

d 126. The purpose of parliamentary procedure is:

a. To provide order in meeting place
b. To uphold the rule of the majority
c. To protect the rights of the minority
d. All of the above.

c 127. The president should:

a. Exert his influence on the weaker members
b. Make sure the vote is decided prior to the meeting
c. Always restate the motion and become knowledgeable on how to respond to each motion
d. Direct the meeting

b 128. A secret ballot should:

a. Always be used
b. Be used during officer elections
c. Both a and b
d. Neither a nor b

d 129. Debate or discussion:

a. Should be limited to the question under consideration
b. Is primarily intended to bring out facts
c. Is given first to the member who made the motion
d. All of the above.

a 130. In seconding a motion, a member:

a. Need not be recognized and need not rise
b. Should always be recognized, but need not rise
c. Need not be recognized, but should rise
d. None of the above

b 131. A type of vote used when rights of members or a member are limited-

a. Simple majority
b. 2/3 majority
c. 3/5 majority
d. 1/4 majority

c 132. To present a motion, a member must first:

a. Speak to the president before the meeting
b. Get the secretary's attention
c. Obtain the floor
d. Make sure there is a second to the motion

c 133. Presented to introduce business or a proposal for chapter to act on:

a. Agenda
b. Old business
c. Main motion
d. Minutes

d 134. Requires a 2/3 vote:

a. Previous question
b. Limit debate
c. To postpone definitely
d. Both a and b

a 135. To lay on the table:

a. Requires a second; is not debatable or amendable; requires a majority vote
b. Does not require a second; is not debatable or amendable; requires a majority vote
c. Requires a second; is debatable and amendable; requires a majority vote
d. Requires a second; is not debatable or amendable; requires a 2/3 majority vote

d 136. To limit or extend time for debate can:

a. Limit the number of speakers
b. The length of their debate
c. Close debate at a specific time
d. All of the above.

b 137. If more information is needed on a motion, the chapter should:

a. Forget the motion
b. Commit or refer the motion
c. Amend the motion
d. Let the president find out whatever he can on the motion

c 138. Can be used when a member disagrees with a decision of the president:

a. Lay on the table
b. Amend the main motion
c. Appeal the decision of the chair
d. Ask for a fist fight after the meeting

__c__ 139. Used to settle a close vote:

a. Secretary's official count
b. Advisor's opinion
c. Division of the house
d. Refer to a committee for more information

__d__ 140. If a member feels the president or a member has committed a parliamentary error, he or she could:

a. Recommend their membership be revoked
b. Tell the advisor
c. Debate whether an error has been committed
d. Rise to a point of order

__a__ 141. Which of the following is an incidental motion?

a. Point of order
b. Lay on the table
c. Question of privilege
d. Amendment

__c__ 142. Which of the following is **not** a subsidiary motion?

a. Lay on the table
b. Postpone definitely
c. Division of the house
d. Refer to committee

__a__ 143. Motions:

a. Have an order of rank or precedence.
b. Can only be made by officers
c. Need not be seconded
d. Are theoretical concepts which only chapter officers understand

__b__ 144. The proper way to state a motion is:

a. "I wish that we . . . . ."
b. "I move that we . . . . ."
c. "I make a motion that we . . . . ."
d. All of the above.

__b__ 145. Second degree amendments are:

a. Less important than first degree amendments
b. Voted on before the first degree amendment
c. More important than the main motion
d. Never in order, since only one amendment is allowed

__d__ 146. Used to speed up meeting or to get on to more urgent business:

a. Call for previous question
b. Limit or extend debate
c. Lay on the table
d. All of the above

b 147. A division of the house vote is usually a:

a. Secret abllot
b. Standing vote
c. "Aye" or "No" vote
d. Hand vote

c 148. If passed, a motion to lay on the table:

a. Will stay "tabled" forever
b. Is defeated for good
c. Must be taken from table later in same meeting or next meeting
d. Allows further discussion on the motion

d 149. An amendment is out of order:

a. If it strikes out or adds words that would not have a sensible question before the group.
b. If it is absurd
c. If it is not related to the question
d. All of the above.

d 150. Who should know and be able to use parliamentary procedure:

a. President
b. All chapter members
c. Parliamentarian
d. All of the above.